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ABSTRACT

This quarterly publication contains 106 abstracts of educational materials published in Australia, covering social and educational developments, programs, and program materials. In the first two sections of the document, the abstracts are arranged in clusters according to prime subject matter. The topics covered, listed at the front of the booklet, include the following: aborigines, disabled/handicapped, education (aims, technology, and funding), women's education, programs (cooperatives, disabled, gifted/talented, job training, rural education, and work experience), schooling (directions, assessment, curriculum, disabled, part-time employment, practices, work experience, and retention), and technical and further education. Each abstract consists of title, author, publication information, and synopsis. For this final issue of 1984, the subject and author indexes are included and cover all materials abstracted from November 1981 to November 1984. (KC)

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Vol. 3 No. 4
November 1984

The Australian National University
RESEARCH SCHOOL OF SOCIAL SCIENCES
Department of Sociology

Youth Studies Abstracts

A quarterly publication of the
NATIONAL CLEARINGHOUSE
FOR YOUTH STUDIES

(and) INDEX 1981-84
SUBJECT INDEX
AUTHOR INDEX

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ABOUT THE ABSTRACTS

Comments from readers have indicated that the Periodicals list in the Abstracts (Section E) is only marginally useful, and we have come to feel that the time and space involved in the listing could be more effectively used in the other sections. We have accordingly dispensed with Section E. In this issue and in future, periodicals with themes or articles of interest will be included in Sections AB, C or D.

The Abstracts are arranged in the following categories:

Section 84/AB	Social and Educational Developments: Policy, Analysis, Research
Section 84/C	Programs: Proposals, Reports, Evaluations
Section 84/D	Program Materials

Within each category, the Abstracts are numbered sequentially continuing from the previous issue for 1984. Research in progress is distinguished with # alongside the number.

In Sections AB and C the Abstracts are arranged in clusters according to prime subject matter. This makes it possible for readers to compare differing views and approaches to particular topics. A list of the topics covered is given at the front of the booklet.

For this final issue for 1984, the subject and author indexes are published separately from the Abstracts and cover all materials abstracted from November 1981 to November 1984. More detailed information about any of the topics or publications can be obtained from the Clearinghouse, but copies of the publications themselves must be sought from the authors, institutions or publishers. It is hoped that the citations give sufficient information to make this access to publications possible.

Finally, we want to thank all those who have contributed materials for these Abstracts, and to encourage those who have not to do so. Our ability to cover issues of interest depends entirely on the materials we receive.

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SECTION 84/AB

SOCIAL AND EDUCATIONAL DEVELOPMENTS

Policy, Analysis, Research

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AUSTRALIA. COMMONWEALTH TERTIARY EDUCATION COMMISSION (CTEC) 84/AB: 207

Report for 1985-87 Triennium. Canberra: AGPS, April 1984

- Vol. 1. Part 1. Recommendations on Guidelines [174p.]
- Vol. 1. Part 2. Appendices [152p.]
- Vol. 1. Part 3. Advice of Universities Council [164p.]
- Vol. 1. Part 4. Advice of Advanced Education Council [357p.]
- Vol. 1. Part 5. Advice of Technical and Further Education Council [190p.]
- Summary of the Triennial Report of the Commonwealth Tertiary Education Commission: Tertiary Education 1985-87 - A Program for Growth [22p.]

For the last two triennia, higher education has borne the brunt of Government restraint on spending in education. Between 1976-77 and 1983-84 aggregate expenditure on education as a proportion of the Commonwealth budget fell from 9.0 per cent to 7.4 per cent. While TAFE could hardly be regarded as having kept pace with the rapid growth required (0.4 to 0.5), 75 per cent of the saving was made in higher education, which declined from 4.6 per cent to 3.4 per cent. This means that there are now few under-used resources in the system and future growth will have to be built on this initial low base. The Commission therefore recommends that, in all three sectors, opportunities be increased by steady, sustained and selective growth which will meet increasing student demand especially from young people; provide education and training support for economic development, particularly in areas such as business studies, applied science, technology and TAFE pre-vocational full-time courses; increase opportunities for individuals; achieve greater equity in the provision of educational opportunities, especially for people living in outer metropolitan and rural areas, Aborigines, low income earners, migrants and ethnic groups, women and the disabled. These recommendations are to be seen against a background of renewed interest in and demand for education, both in the senior years of secondary school and in tertiary education (TAFE and higher education).

Consistent with these directions and the overview presented in detail in Chapters 1 and 2, Volume 1, Part 1 of the Report discusses access and equity in Chapter 3, urging that greater equity of access to educational opportunity can best be achieved through increased participation and the provision of necessary resources to achieve it, along with measures to ensure that school students are introduced to a full range of options and provided with what they need to make informed choices. The extent of disadvantage at present is shown in research evidence that, while TAFE broadly reflects the composition of society in its enrolments, higher education draws more from high and middle socio-economic groups. The student population at universities draws almost three times as much from the high socio-economic group as it does from the low. Measures to improve access to universities will have two elements: growth in provisions in outer metropolitan and other areas of need; and more open access to the older metropolitan universities, especially to those professional courses such as law and medicine which presently draw disproportionately from high socio-economic groups. The chapter goes on to discuss groups and areas which have been disadvantaged and to record the expectation that higher education institutions should review their arrangements for entry to ensure that, consistent with maintenance of quality of graduates, applicants from less favoured schools and home back-

grounds are not discriminated against. The Commission also expects institutions which have highly restricted faculties to undertake an urgent review of existing selection arrangements, with a view to providing fairer opportunities for disadvantaged groups.

Chapter 4 discusses a number of special issues such as teaching and research in higher education, nurse education and overseas students. Chapter 5 sets out financial recommendations for the 1985-87 triennium, and Chapter 6 provides a list of the recommendations to Government. Volume 1, Part 2 comprises nine appendices giving detailed background information on such aspects as enrolments and participation (trends and prospects) and equality of education for disadvantaged groups.

Within the context provided by the main reports (Parts 1 and 2), Volume 1, Parts 3-5, detail the advice of the three Councils which make up the CTEC; universities, colleges of advanced education and TAFE. Volume 1, Part 3, is itself in three parts. Part 1 sets out the Government aims and objectives for higher education, their implications for universities and how, in the Council's view, universities can best respond. Part II reviews recent developments, summarises statistical information and identifies major issues affecting universities. Part III contains the financial recommendations for the university sector. In Volume 1, Part 4, Part A of the advice of the Advanced Education Council comprises an Introduction and a review of statistics; Part B (Chapters 3-7) sets out the preferred strategies for development of advanced education and the resources needed; Part C overviews the broad strategies and objectives of Part B in terms of their application within individual State systems and to other institutions which provide advanced education courses.

Because of the particular relevance of TAFE to the Participation and Equity Program and its major role in the provision of post-compulsory education, a separate Abstract has been made of Volume 1, Part 5 (Abstract 84/AB: 208).

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AUSTRALIA. COMMONWEALTH TERTIARY EDUCATION COMMISSION 84/AB: 208

Report for 1985-87 Triennium. Vol. 1, Part 5: Advice of Technical and Further Education Council. Canberra: AGPS, April 1984 [190p.]

Government policies and guidelines have raised important new issues of significance for TAFE. This report represents the TAFE Council's early response to the issues. TAFE now has an established place in tertiary education, providing skills training for the labour force and opportunity for individuals to develop personal and vocational potential. In its diversity of courses and of students, it reflects more truly than other sectors of tertiary education the social and economic structure of Australian society. Its objectives have been based on the aim of providing access for all Australians according to their needs. In this, the Commonwealth in its funding and policies has played a significant role, expressed most recently in the Participation and Equity Program. It is to these policies of increased participation and equality of access that this advice for the triennium is directed. Chapter 1 reviews the aims and objectives of TAFE and the Commonwealth achievements in TAFE, and identifies what remains to be done in terms of accommodation, equipment, curricula, staffing and staff development, management and courses.

Chapter 2 deals in some detail with the close and complex relationship between TAFE and the labour market which arises from the high proportion of students who attend TAFE courses for direct vocational purposes: apprenticeships, retraining and preparation for work. Changes in labour market demand affect TAFE provisions, and in recent years economic recession and increasing unemployment have been reflected in new demands on TAFE. In the next triennium, account must be taken in TAFE provision for needs in a number of areas: part-time courses combined with employment (such as apprenticeship); courses for the young unemployed and for displaced experienced workers; full-time trade and pre-vocational courses; courses for those seeking to re-enter the workforce (for many women, for example); courses not directly related to employment such as adult education and Higher School Certificate courses. Enrolment trends in each of these categories will reflect circumstances external to TAFE and the uncertainties make resource prediction and provision difficult. Nevertheless, the Chapter reaffirms the two major objectives which TAFE must pursue: to provide the knowledge, skills and educational environment necessary for a competent, adaptable and well informed workforce; to assist young people to make a satisfactory transition from schooling to adult life. In changing social circumstances, these objectives require flexibility and responsiveness in TAFE operations. This need for flexibility is emphasised by the overview presented in the rest of Chapter 2, covering the youth labour market, employment trends by occupation and skill, and the educational and resource implications for TAFE. The report sees little to indicate any dramatic upturn in full-time employment opportunities for young people. There will be a continuing responsibility for schools and TAFE jointly to meet the needs of these young people. Among the occupational/skill trends noted in the report are: the rise in 'white collar' employment along with a decline in trade occupations; the increased participation of women in the workforce, particularly in lower level 'white collar' occupations; the sharp reduction in the level of industry training effort, particularly noticeable in apprenticeships. These trends all have implications for TAFE, and these are discussed in the rest of the Chapter, which argues for a continuing role in trade training to meet changing needs along with a broadening of the TAFE role

in vocational courses outside the trade areas, such as those for technicians and para-professionals. There is also a continuing and growing need for re-training, refresher and recurrent education courses.

In Chapter 3, the report covers participation and resources in TAFE. It reviews present (1982) levels of participation and student load in TAFE and the resources available, indicating major growth in the number of full-time enrolments in TAFE but a continuing very high percentage (90 per cent) of part-time students. The Chapter then summarises the projections of TAFE development and the implications in terms of education and resources, going on to present the Council projections of the rate of growth and pattern of development of TAFE for the 1985-87 triennium. The Chapter presents a very useful and clear overview of student participation in TAFE courses, showing also how this compares with other sectors of tertiary education.

Chapter 4 foreshadows an early review of the form and extent of Commonwealth support for TAFE, drawing attention to some of the issues which make a comprehensive review desirable. Chapter 5 is a substantial chapter concerned with some issues of importance for TAFE. It points out that, though TAFE students are broadly representative of the socio-economic spectrum, there are still some significant problems of access and participation to be overcome; for example, the overwhelming dominance of males in apprenticeships. Among the areas of particular concern discussed in the chapter are: adult literacy, migrant education, the Participation and Equity Program, women and girls in TAFE, Aborigines in TAFE, small business management education, middle level courses, college services, curriculum development, external studies, learning resource centres, the use of facilities in industry by TAFE, staff development, management information systems.

Detailed discussion of and recommendations on funding and resources for the triennium are provided in the last three Chapters 6-8. Chapter 6 argues for increased recurrent support for TAFE, to assist the States in meeting the substantial pressures and expectations generated by the Commonwealth's policy of increased participation in education and training and a more direct role for TAFE in maximising equality of opportunity. Chapters 7 and 8 deal with Special Equipment Grants and Capital Expenditure Grants. Appendix A lists the major TAFE Colleges throughout Australia in 1983; Appendix B lists proposed TAFE building projects in the 1985-87 triennium.

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AUSTRALIA. MINISTER FOR EDUCATION AND YOUTH AFFAIRS. 84/AB: 209
SENATOR THE HON. SUSAN RYAN

Guidelines to the Commonwealth Tertiary Education Commission for the 1985-87 Triennium. Canberra: Department of Education and Youth Affairs, July 1984 [13p.]

These Guidelines set out the Government's plans for tertiary education in the next three years. They are framed against a background of significant unmet student demand for tertiary places as well as the potential for further growth in demand arising from technological and economic developments, increasing school retention rates and the need to improve equity of access. At the same time, economic circumstances impose severe constraints on expenditure. Nevertheless, additional resources are now being devoted to tertiary education to ensure that what has been achieved in 1984 in the direction of increased participation and equity is consolidated in the triennium 1985-87. To meet both economic and educational objectives, 1985 is to be regarded as a year of steady growth and consolidation as well as an opportunity to investigate further, before 1986-87, more effective ways of pursuing the aims of participation and equity in tertiary education. The CTEC is asked, for example, to report on alternative means of increasing participation by more intensive use of resources and of expanding income by involvement of the private sector in funding research.

The Guidelines go on to discuss the implications for higher education of policies of participation and equity, endorsing the CTEC recommendation that enrolment growth should be steady and sustained and directed to areas of greatest need, in particular to outer metropolitan and regional/State areas where participation is low. Priority of access must be given to young people and, while maintaining quality of graduates, better access must be provided by institutions for applicants from less favoured school and home backgrounds, particularly in faculties such as medicine and law. On this basis, the Guidelines endorse and support many of the recommendations made by CTEC in areas such as participation in outer metropolitan and regional areas, Aboriginal participation, student residences, child care services and equity in higher education.

TAFE, as the sector of tertiary education of greatest diversity and mass appeal, is of particular relevance to Government policies. The Guidelines note the projections for further strong growth in enrolments, resulting in an extra 15,000 full-time places in TAFE courses by 1987. These, together with the extra 15,000 higher education places which will be available in 1987 will provide tertiary education for 30,000 more young people by 1987. The Guidelines detail decisions on recurrent, equipment and capital grants for 1985. In the Participation and Equity Program (PEP), the Government expects that 1985 will be used for further investigation of ways of meeting objectives more effectively. Consideration should be given to the longer term role of PEP in the TAFE sector and the need for changes in mainstream TAFE courses; to opportunities for co-operation between TAFE and schools; to opportunities for providing further education and training for young people who first enter TAFE through PEP and similar courses; to the TAFE role in labour market programs and in developing new combinations of training, education and work; to the appropriate role and relationships of community and non-institutional groups in PEP.

The Guidelines also request the CTEC to report on options for organisational changes to the present complex structures of CTEC and on arrangements for co-ordination and consultation with States and institutions so as to reduce the costs and complexities of existing arrangements. The Commission is asked to submit its report on the distributon of 1985 funds by 15 September.

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AUSTRALIA. FEDERATION OF AUSTRALIAN UNIVERSITY STAFF ASSOCIATIONS (FAUSA) 84/AB: 210

85-87 Triennium: Higher Education Briefing Notes. 28 August, 1984 [2p.]

This paper argues that Government policies for significant improvement in access to universities and CAEs for the socio-economically disadvantaged are not matched by the resources necessary to achieve this. It is not the case that many changes can be introduced in the short-term at 'little or no cost'. For example, even the development of more flexible selection procedures is likely to require additional academic staff to cope with individual interviews with potential students. Adequate resources are also essential for other initiatives such as child care facilities; remedial and bridging courses; counselling and special access programs; increases in student financing. The funding levels announced in the Guidelines are seen as contradicting the expressed aims of greater access to higher education.

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POWLES, Margaret 84/AB: 211

Financial Support for TAFE Students in Victoria. A review of assistance programs and their effects on students and colleges. A study commissioned by the Victorian TAFE Board and conducted in the Centre for the Study of Higher Education, University of Melbourne. Melbourne, Victoria: TAFE Board, 1984 [71p.]

This study was undertaken in the context of increasing interest in the development of a comprehensive youth policy, of which a central element would necessarily be the rationalisation of the multiplicity of allowances paid to young people and their parents, and the differing conditions applying to these. Nowhere does this range of allowances and benefits make itself more apparent than in Technical and Further Education (TAFE). The need to rationalise has become more urgent in view of the

growing demand for TAFE courses, the consequent expansion of TAFE and the fact that TAFE is increasingly catering for minority groups with special needs such as migrants, the young unemployed and the handicapped. If improved access to these and other disadvantaged groups is an objective of policy, then a rational system of income support becomes an urgent need.

The intention of this paper is to provide an overview of the complex area of financial support for TAFE students which, while not exhaustive, may provide for policy-makers and others some perspective on the nature and extent of the problems involved and, at the same time, provide a basis for further research. The study was suggested by the Councils of TAFE Colleges in Victoria and focuses on Victoria, pointing out that current provisions are inconsistent, frequently inadequate, often work against improved access opportunities or are unnecessarily exclusive. In some cases, potential students are discouraged financially from enrolling in TAFE programs because they would lose social service benefits by doing so. The study was based on a series of interviews, focusing on ten selected TAFE Colleges and gathering information on students, courses, accreditation, college fees, student allowances. The methodology is outlined in Section 2 of the paper.

Section 3 discusses access to and participation in TAFE, pointing out that demand for full-time courses exceeds availability. The discussion and tables provide information on age and sex of full-time TAFE students; demand for full-time programs; selection procedures; socio-economic background of students; fees and campus-based loans; the role of student services. Finally a summary is given of financial support programs provided by the Commonwealth Departments of Education and Youth Affairs and of Employment and Industrial Relations. These are discussed in detail in Section 4 and 5 in terms of eligibility criteria and allowance levels and set out in expanded table form in Appendix 2.

Section 6 deals with some of the policy issues arising from the study, setting out to discuss ways in which some of the inadequacies of the present system might be to some extent overcome and to suggest areas where closer examination of policy issues is indicated. It covers the question of open access or selection of students posed by increasing demand and restricted resources, suggesting the need for further research into selection procedures within an equity framework. For this, adequate counselling and curriculum reform will be necessary. The difficulties and wide responsibilities of counsellors are discussed and suggestions made for better use of resources in these areas. The section goes on to discuss levels and eligibility issues of student assistance, emphasising that, in education allowances, the most urgently needed policy priorities are an increase in allowance levels, discretionary application of eligibility criteria, and, consequently, a far greater financial commitment by government. Finally, ways of closing the gaps and correcting the anomalies are discussed. Section 7 summarises the report and presents the conclusions.

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BURKE, Gerald 84/AB: 212

The Economic and Demographic Context for Educational Expenditure. A paper prepared for the Commonwealth Schools Commission's Target Recurrent Resource Standards Study. Clayton, Victoria: Faculty of Education, Monash University, February 1984 [19p.: mimeo]

This paper provides a review of the implications for public recurrent expenditure of possible developments in education to 1993. It considers these expenditures in relation to possible growth in the labour force, Gross Domestic Product (GDP) and competing demands for government outlays. It also briefly discusses two factors which can affect public and private willingness to fund education: the value of education as an economic investment and international comparisons. The five tables detail the statistics of the analysis.

The main elements of government outlays on education are recurrent, capital and student benefit expenditures. Recurrent expenditure (recently representing over 85 per cent of government outlays) can be analysed in terms of student numbers and expenditure per student. Student numbers are affected by demographic change and participation rates. In the first case the school age population is expected to remain fairly constant to 1993, while the population 15-64 (the working age population) is projected to grow by 16 per cent. On the other hand, participation rates, for a variety of reasons including government policies, are projected to grow, for all sectors combined, by 6 per cent for full-time students and by 18 per cent for part-time students between 1982 and 1993. Experience suggests that such projections can be tentative only.

Education outlays peaked at 16.2 per cent of all government outlays in the mid-1970s, having since fallen to 15.0 per cent. As a percentage of GDP, expenditure reached 6.4 per cent in 1977-78, falling to 5.8 per cent in 1981-82, mainly through decline in capital expenditure and student benefits. Recurrent expenditure has remained at about 5.0 per cent. Projections of expenditure are risky, since they must depend on uncertainties such as participation rates and levels of GDP, as well as on government priorities and policies which affect the availability of student places in education and of student financial support. The paper discusses projected outlays for a number of differing assumptions.

It concludes that our capacity to afford increased resource standards for schools is a matter of judgement about priorities. However, education expenditure should not be considered in isolation; increased education outlays could, for example, be balanced by decreased outlays on unemployment benefits. The final sections of the paper discuss, first, the difficulties of making international comparisons because of differing conditions, methods of estimation and definitions of what is included in education; and secondly, the issues involved in research on education as investment. If evidence were available that education paid, it would be still only one input into the broader argument for particular levels of resources per student which should be based on educational, cultural and welfare considerations as well as economic ones.

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BURKE, Gerald* 84/AB: 213

Public Educational Expenditures in the 1970s and 1980s. In The Australian Economic Review, 3rd Quarter, 1983 [p.34-45]

Educational expenditure in Australia grew very rapidly in the early and mid-1970s, but has recently seemed constrained. The purpose of this article is to examine the growth of enrolments and expenditure that occurred since the beginning of the 1970s and to review likely developments in the rest of the 1980s. The article outlines the changing patterns of enrolments in the various education sectors, noting the beginnings of a trend to higher school retention rates and increasing demand for places in other sectors of education and making conservative projections on these trends.

In recurrent expenditure, growth at the school level has been the result of increased public expenditure per student in government and non-government schools rather than of growth in school enrolments; in higher education growth was more closely aligned with enrolments. The article goes on to discuss projected recurrent expenditure, other expenditure, outlays on student benefits and private expenditure on education.

On the analysis the article concludes that, making fairly conservative assumptions about enrolments and fairly pessimistic ones about expenditure per student, recurrent expenditure on education is still likely to grow by about 9.0 per cent in the 1980s. Economic constraints and the demands of an ageing population will then raise issues of government priorities and expenditure allocations.

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AUSTRALIA. COMMONWEALTH SCHOOLS COMMISSION 84/AB: 214

Commonwealth Standards for Australian Schools. Recurrent Resource Goals. Canberra: Commonwealth Schools Commission, April 1984 [175p.]

This report is the outcome of a Schools Commission project, the Target Recurrent Resources Standards Study, which began in 1982 and which set out to identify desirable recurrent resource standards or goals for Australian schools. The Community Standard proposed in the Schools Commission publication, Funding Policies for Australian Schools (84/AB: 46), is derived from the study reported on here. The resource goals prescribed in the report have been derived from several sources: a comprehensive survey of relevant research; a review of policies and practices in the Australian States and Territories, and overseas; an analysis of current and likely future trends in educational resource provision in Australia; consideration of the fundamental aims of education and the current and emerging social and economic pressures on schools; an understanding of changing community expectations of schools; submissions

to the Commission and views expressed in consultations and, finally, judgements by the Commission on what constitutes good educational practice.

The report is in four parts. Part I sets the background to the task by examining the role of the Commonwealth in the development of resource standards, outlining a number of principles and themes which are believed to be central to the purposes and outcomes of the report, and exploring the educational context and objectives of Australian schooling. Part II examines the processes which determine the resource needs which are common to all schools. Five basic principles are identified as central to discussion of standards: resource provisions as a necessary foundation for quality in schooling; student and community entitlements to schooling resources; flexibility in resource allocations; responsibility and accountability for resource decisions; contact between students and education professionals. The implications of these are discussed in Chapter 3, and their relationship with the objectives of schools in a changing society are elaborated in Chapter 4. In Chapter 5, the structural and organisational characteristics of schooling are examined together with their implications for resources. The chapter covers school organisation such as levels of schooling and school-system relationships, and the ways in which time is arranged in learning and teaching in the school year and day and timetables. Chapter 6, reviewing school size and the implications for resources, considers that ideally, primary schools should have fewer than 600 students and secondary schools fewer than 800 students. For the latter type of school, minimum size is determined by the capacity to offer and adequate range in curriculum. While costs tend to decrease with size, judgements about resources should focus on efficient use of resources rather than simply on trying to achieve economies of scale. For this reason, issues of class sizes and student groupings are of importance, and these are discussed in Chapter 7. Chapter 8 provides a statistical overview of staffing, covering allocation of teachers, professional development, roles, and specialist and support staff. The chapter also identifies guidelines for levels of staffing resources. Chapter 9 points out that other resources are also available to schools through parental involvement and use of community resources and discusses these as well as material resources.

The discussion in Part II is focused on resources and issues of resourcing common to all schools. Part III then addresses the additional recurrent requirements of schools catering for significant numbers of students with special educational needs. Conclusions about the recommended recurrent resource standards are drawn in Part IV of the report.

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AUSTRALIA. MINISTER FOR EDUCATION AND YOUTH AFFAIRS 84/AB: 215

Commonwealth Schools Commission. Guidelines 1985-88. Canberra: Department of Education and Youth Affairs, 14 August 1984 [18p.: mimeo]

These Guidelines set out government policies for education in the next triennium, and incorporate the Government's response to the Schools Commission's report, Funding Policies for Australian Schools (84/AB:46). The paper focuses particularly on a new approach to the recurrent funding of both government and non-government schools based on 'a community standard of educational resources' (explained in 84/AB:46). It sets out basic principles and objectives, including government responsibility for the education of all Australian children; a primary obligation for government schooling and the need to ensure adequate education in non-government schools as well; the concern to achieve equality of opportunity and improved outcomes in education and to ensure quality in education.

The community standard offers a broad educational base for the Government's funding policies and will be implemented over the period from 1985 to 1992, with a review of progress in 1988. The policy also requires the Schools Commission to develop effective reporting and public accountability procedures for all schools. The paper goes on to detail the financial allocations and provisions for government schools and for non-government schools, including new non-government schools, under these new arrangements.

As a complement to the Participation and Equity Program introduced in 1983, these Guidelines initiate a program for primary schools to provide extra assistance for children in their basic learning, with the objective of raising the minimum competencies achieved during primary schooling. Emphasis in this program will be given to the acquisition of language skills and numeracy in the early primary school years, particularly among children who have special difficulties in acquiring such skills. The Schools Commission is asked to report with detailed recommendations for the implementation of the program.

The Government will assume responsibility for the Special Education early intervention services previously administered by the Office of Child Care. The Guidelines also announce the establishment of a Quality of Education Review Committee to be headed by Professor Peter Karmel (see Bulletin, August 1984). The report of this Committee and of the Commission's Review of Special Purpose Programs will provide the basis for further consideration of programs and directions.

Overall, most programs will be continued in 1985 and funding maintained in real terms; funding will also be earmarked for Projects of National Significance as recommended by the Schools Commission.

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NSW. UNIVERSITY OF NEW SOUTH WALES 84/AB: 216

Education: Purposes and Content. Papers from the University Symposium, November 1983. Occasional Papers No. 9. Kensington, NSW: University of NSW, 1984 [40p.: $5]

The purpose of this symposium was to examine fundamental issues in education today: to consider purposes and content in secondary and tertiary education. This publication comprises the papers given at the symposium. The following table of contents indicates the range of speakers and subject matter.

INTRODUCTION: Mr Justice Gordon Samuels
Universities must be prepared to discriminate among external pressures and ultimately set their own objectives.

SECONDARY EDUCATION: RHETORIC AND REALITY: Mr Bob Winder
How are secondary schools responding to criticism and planning to meet challenges?

UNIVERSITIES: EXCELLENCE AND EQUITY: Professor Don Stranks
Universities must continue to promote excellence in their graduates without compromising equity in educational opportunities.

POST-COMPULSORY EDUCATION: CHANGES AHEAD: Dr Shirley Smith
Schools, TAFE, CAEs and universities face inevitable changes in curriculum, administration, staffing and style.

TERTIARY EDUCATION BY DEMAND: Professor David Trimm
How are universities satisfying the needs not only of scholarship but of the society which meets the bills?

COMMUNITY NEEDS AND THE HUMANITIES: Mr Tom Richmond
The role of the humanities in extended education and the changing high school population.

SCIENCE EDUCATION FOR SOCIETY: Mrs Gerda Kuhn
The responsibility for a scientifically literate and aware community rests not only with schools but also with industry and the academic community.

RESHAPING THE SECONDARY CURRICULUM: Dr John Keeves
The directions of and the mechanisms for change in the secondary school curriculum in response to the changing needs of society.

PARTICIPATION IN HIGHER EDUCATION: Professor David Beswick
Major adjustments will be needed to meet increased rates of participation in and demands for higher education.

THE COMMONWEALTH ROLE: EQUITY AND PARTICIPATION: Senator Susan Ryan
Education for establishing an equal society aware of Australian history and cultures and capable of questioning our institutions and practices.

LIBERALISM AND EDUCATIONAL PURPOSE: Senator Peter Baume
Civilizing and civic aspects of liberal philosophy and tradition relevant to late twentieth century Australia.

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VICTORIAN POST-SECONDARY EDUCATION COMMISSION (VPSEC) 84/AB: 217

Aligning Post-Secondary Education with Social and Technological Change. Proceedings of VPSEC Seminar, Deakin University, Geelong, February 1984. Melbourne, Victoria: VPSEC (21 Coppin Grove, Hawthorn 3122), June 1984 [174p.]

The objectives of this seminar were to review social and technological developments with potential for changing established attitudes, structures and procedures in commercial, private and professional life and in public administration and education; to identify emerging and expected future changes which will affect the efficiency and relevance of post-secondary education; to consider in the light of these expected developments the changes needed in the structure and operation of post-secondary education and how these changes should be implemented. The participants (about 120) were drawn from a wide range of backgrounds in education and industry.

This report gives the background to the conference and includes the nine papers presented together with responses to papers and summaries of group discussions.

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AUSTRALIAN COLLEGE OF EDUCATION 84/AB: 218

The Human Face of Technological Change. Abstracts of Contributed Papers. Silver Jubilee Conference, Canberra, May 1984. Melbourne, Victoria: Australian College of Education (916 Swanston Street, Carlton 3053), 1984 [16p.]

This booklet contains a list of the Main Addresses to the Conference and brief Abstracts of other contributed papers. The Conference Addresses will be available collected in book form in October at a cost of $8.50. Contributed papers may be ordered individually at costs depending on numbers required.

See also Kirby, Michael 84/AB: 188.

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JOHNSTON, Ron 84/AB: 219

Jettisoning the Educational Lifeboat. In Education News, Vol. 18, No. 10, June 1984 (p.15-20)

The commonly held view that it is the role of education to adapt to social and technological change is one that should be challenged on many grounds - among them, its role in helping to shape such changes; in opening up possibilities of selecting both social and technological options; in helping to bring these to fruition. In our society, education serves a multiplicity of different purposes. It must balance the differing objectives of the industrial employer, the politician, the public service administrator, the educators, the parents and the students and take account of all these in developing proposals for change.

Some of the more pervasive and dramatic changes in our society are captured in the concept of a post-industrial society, characterised by such developments as the emergence of multinationals in a new global economic order; the decline in manufacturing; a decrease in employment; the institutionalisation of rapid change in technology and the knowledge and skills necessary to comprehend it. Beyond these is the creation of a situation of chronic uncertainty. Common responses to such uncertainty rely on attempts to abolish it: a nostalgia for the patterns and practices of past secure ages; a dramatic outburst of faith in the supernatural; attempts to predict and plan the future. In such circumstances, education has a responsibility to assess not only the needs of differing educational interests but also the capacities which people will need to deal with great uncertainty.

So far, in spite of attempts at reform, post-secondary education remains more appropriate to the nineteenth than the twentieth century. Its structures and subject matter still reflect the original division of education into that suitable for the (middle class) elite and that suitable for the working class; the first, oriented to personal development, the second to qualification for employment. Education still relies on the life-boat model, loading the student with all the education needed for a whole life-time. And the working class have been systematically educated to accept direction and not to respond to change. Common responses of education to change and obsolescence in knowledge have been to cram more into courses; to increase the length of courses; to increase specialisation.

The only response which is likely to be effective is to jettison the life-boat model and accept the need for continuing and recurrent education. This will require breaking down the separation between education and work, changing educational practices and teaching approaches and recognising that education is likely to take place in a wide variety of situations rather than exclusively in formal institutions. Education needs to develop in the student not narrow vocational skills but broad capabilities to which skills can be added; tastes, interests and competencies to enrich an increasing amount of leisure; technological literacy to evaluate and use information; the capacity to learn, to solve problems, to innovate.

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SHEARS, L.W. and J.K. MATTHEWS 84/AB: 220

Curriculum: An International Perspective. A Report to the Hon. Robert Fordham, M.P., Minister of Education, Victoria. Melbourne, Victoria: Office of the Co-ordinator General, August 1984 [145p.]

This is the last of four reports prepared as a result of information gathered on a visit to eleven overseas countries in 1982-83 (see also 83/AB:67; 83/C:23; 84/AB: 235). This report provides detailed information on curriculum practices in nine of the countries visited. Chapter 1 focuses on three Asian countries (Japan, China and Thailand); Chapter 2, on the European group of Norway and Sweden, France, England and Wales, Scotland; Chapter 3, on the North American areas of Ontario in Canada and the City of New York in the U.S.A. For each country within a group the discussion is arranged round five main themes: aims and philosophy; management and control; curriculum development; content; examinations and assessment. The same arrangement is used in the final chapter in a summary which concisely brings together the information on all the countries, and in the conclusions drawn from the study. Chapter 4 also presents a number of detailed suggestions based on the conclusions. Appendix A is a comprehensive bibliography for each group of countries.

The study indicates that the philosophy underlying systems of public education in each country is inextricably bound up with the history, culture and social structure. Asian countries, on the whole, are oriented towards the collective rather than the individual, the national and community rather than the personal. European countries are more diverse in aims and philosophy, while Canada and the USA have viewed education as a vehicle for individual social mobility and a powerful influence in creating bonds between social groups. It cannot, however, be assumed that all groups and individuals within a country necessarily agree with the major goals and policies of their governments. Controversy is endemic. The philosophies and policies are reflected in the control of curriculum, how it is developed and the degree of parent/community participation in all the areas. The most contentious and therefore the most varied is that of examinations, assessment and certification.

Drawing on the investigation, the report suggests a number of lessons for Victorian education. It stresses the importance of basic skills in the primary school, but also of seeing these as part of a cultural foundation and range of skills essential for living and working in society. It suggests the need to explore some form of comprehensive secondary school between primary and post-compulsory education and to develop a post-compulsory educational complex which would cater diversely for the diverse needs of all students. Competitive assessment should not be used in the compulsory stages of schooling and students leaving at any stage beyond compulsory should be provided with a descriptive profile of their achievements. A single form of certification should be provided for students who successfully complete their post-compulsory courses.

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VICTORIA. MINISTER OF EDUCATION 84/AB: 221

Curriculum Development and Planning in Victoria. Ministerial Paper No. 6. Melbourne, Victoria: Minister of Education, 1984 [19p.]

Previous papers in this series (see 84/AB:56,190) have set out the Government's policies in education, which are intended to encourage participatory processes in decision-making and devolve considerable responsibility and power to school councils. This paper aims to explain how these policies apply to school curriculum and to stimulate discussion about the best ways of putting policies into practice, particularly at the school level.

The term 'curriculum' is used in a broad sense to include not only content of courses but also the effects on student learning of such matters as staffing policy, facilities, teaching and learning styles, school organisation and assessment and reporting procedures. The paper points out that since every curriculum is based on particular values and on concepts of the role and purposes of schooling, there is need to find a measure of common agreement in these areas as well as to be sensitive to differing views. It sees the school's wider role as being to provide a general education for all students, giving them experiences not otherwise easily gained but necessary for them to become effective adults. The curriculum is the means whereby the school can seek to develop in students the necessary knowledge, competencies and values.

Responsibility for curriculum decision-making is shared between central authorities and schools. Broadly, the Government must ensure that schools do not devise programs that promote narrow sectional interests or exclude important aspects of learning; it must provide a coherent framework within which schools can make decisions appropriate to their students. The Guidelines set out in Section B of the paper provide this kind of framework in a sufficiently broad and flexible way to cover a wide range of existing schools: primary, secondary, technical, post-primary and secondary.

The Guidelines state an expectation that schools can and will ensure that all young people receive an education which will allow them to participate effectively in the life of a multicultural society; undertake worthwhile work and plan an active role in the processes through which our society is regulated and improved. Processes should be democratic, involving teachers, parents and students (increasingly as they mature) as well as other members of the community in discussion and planning of the school's education program. These principles are elaborated in the three following sections (9-11) which discuss concepts of access and success in relation to schooling; approaches to teaching and learning, and areas of learning. They urge that the school environment, organisation and procedures should be such as assume the capacity of every student to continue learning, build on previous learning, offer challenge and permit success. Students should develop a sense of themselves as learners, learn in a variety of ways and relate learning to action. Areas of learning should include language and mathematics; the world and its people; participation in Australian society, literature and the arts; personal fulfilment; technical competence; science, technology and the environment.

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KNIGHT, Tony 84/AB: 222

A Social Action Curriculum: Education for a Future. Melbourne, Victoria: School of Education, La Trobe University, August 1983 [15p.: mimeo]

Schools are currently reflecting the uncertainties and dislocations of the wider society. School curriculum is presently information rich, knowledge scant and action poor. This paper argues for a social-action curriculum which address those issues seen as critical to human survival in order to build an intellectual understanding of what is necessary to develop a livable world. Three propositions are basic for the paper: that since a function of curricula is to extend the imagination of students in order to plan for a future that is just, humane and democratic, to prepare students to solve society's most critical social problems, schools need to be integrative, multi-disciplinary and action oriented; that, given the complexity of the world's problems, education needs to learn more, to understand macro-economics and political organisation; that students need to develop a theory of social and physical causality which includes their own role in the wider context.

The paper argues that there can be no solution to the world's most serious problems without a first rate, socially relevant, democratically structured public education. It goes on to discuss three document ideologies affecting schools and teaching: essentialism (concentrating on 'essential' basic skills); perennialism (the cultivation of a disciplined mind by rigorous, highly structured approaches to teaching); humanism (polite learning and 'joyful' tasks separated from reality). These are, each of them, restricted in concept and scope. A Democratic Education sets out to prepare students to analyse and understand critical human issues. It is an attempt to integrate and extend aspects of the other three into a social-action curriculum. It requires students, on the basis of study and action, to develop an action plan for the future and to evaluate feasibility on a number of criteria: psychological, ecological, political and economic. Thus the process is one of applying the study of psychology, science, politics, mathematics, languages and so on to an important problem. It requires a multi-disciplinary, integrative and social action approach to learning within a social context.

For the purposes of democratic education, five issues cannot be ignored: war, poverty, injustice, ecological imbalance, dehumanised social institutions. The implications of each of these issues are briefly outlined and the question of how they relate to everyday activities of school curricula is discussed in terms of areas of knowledge and experience: work in the social and economic structure; learning to be a citizen; teaching of power; cultural competence; personal relationships and self-understanding; education for participatory and healthy leisure. An education for democracy recognises that there is no one universally recognised truth; instead the school allows students to test the validity of their ideas in debate and social practice.

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DWYER, Peter, Bruce WILSON and Roger WOOCK 84/AB: 223

Confronting School and Work. Youth and class cultures in Australia. Studies in the Society: 23. Sydney, NSW: Allen and Unwin, 1984 [175p.: $10.95]

The growth in youth unemployment has made the relationship between schooling and the job market a focus of public debate and of government policy and programs. The validity of the responses to the problem can be judged only by reference to wider concerns about Australian society, its relationships and the economic and social changes presently affecting it. Thus, while the main focus of this book is on schooling/work and the transition between them it also takes account of culture, class, the economy, gender and the international forces which are part of the historical development of the world system. The impact of politics, schooling and work is more readily seen day-by-day; the impact of gender, culture, class, economy and ideology is less apparent and needs teasing out and explaining. The book attempts this, basing much of its analysis on experience during the 1970s in a number of school programs and programs for unemployed youth in inner urban areas (see 854,95; 83/C:53,59; 83/AB: 57; 84/AB:50). Despite considerable reservations and with qualifications, the book uses the concept of class conflict as a central focus of the analysis, arguing that the influences of their own social class on the different experiences of young people should be examined as a major formative aspect of their lives and one which may modify or reinforce discrimination based on race, ethnicity or gender.

Chapter 1, examining the current situation of youth unemployment and schooling, presents first some student views on 'life after school'. It goes on to show how different are the school leaving experiences of students from three different kinds of schools (North Shore Grammar, Suburban High and Country High), putting these finally into the context of overall statistics on school leaving and youth unemployment. Chapter 2 is concerned wtih the process of cultural formation in Australia: the establishment of a social image and identity which is often based on myth but which is subject to change and, in the final analysis, to the test of people's perceptions of reality and their own experience.

In contrast with the myth and sometimes the appearance of 'middle Australia' is the working class culture (analysed in Chapter 3) with its own traditions and perspectives based on notions of solidarity, practical (as opposed to academic) experience and skills, informality, the significance of labour power. Chapter 4 traces the close links between educational policy and economic development which are apparent in the post-war decades, emerging in the late 1970s and early 1980s as the New Dogmatism, discussed in Chapter 5. An educational expression of this new conservatism was the 1979 School-to-Work Transition Program, the concepts, goals, 'hidden agenda' and inadequacies of which are analysed in Chapter 6. Chapter 7 is concerned with the implications of the analysis for teachers in working class schools and draws heavily on the direct personal involvement of the writers in working class schools and teacher education.

The final Chapter 8 looks to the future. It questions policies of the Federal Labor Government which do not tackle the major issues of relevance and selection which limit the usefulness of schooling for many young

people. It argues that education must be conceived of as part of a social action program, giving priority to a genuinely universal and democratic education. If our nation is to deal with the problems confronting it, it must draw most of all on its resources of human talent - the most potent but the most undeveloped resources we have.

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MUSGRAVE, P.* 84/AB: 224

Three in One or One Out of Three. In Viewprints (Victorian Institute of Secondary Education), No. 1, April 1984 [p.2-3]

In a recent publication, Towards the Socially Critical School (84/AB: 118), Stephen Kemmis et al. outline three approaches to education: the vocational/neo-classical; the liberal/progressive; the socially critical. The first two of these orientations are rejected and the third proposed as the only way forward for our schools. The authors also argue that because each approach involves different principles and practices, attempts to mix them will lead only to incoherence or maintenance of the status quo. This article rejects Kemmis's argument as too exclusive educationally since all three approaches have a valid contribution to make; and as too exclusive politically since each approach tends to be associated with a different political ideology each of which would be represented among students.

The article discusses the three approaches, describing them as the 'job-slots view'; 'the cultural person and survivors view', and 'the members of society view'. It concludes that the diverse nature of our society requires, in fact, a mixture of the three approaches and that a mixture to meet diverse needs will not necessarily result in either curricular chaos or maintenance of the status quo. Contemporary society demands curricular Trinitarians and not Unitarians.

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AUSTRALIAN TEACHERS FEDERATION 84/AB: 225

A Democratic Curriculum: Responses to the Manifesto. In The Australian Teacher, No. 8, May 1984 [p.21-26]

The Manifesto for a Democratic Curriculum by Ashenden, Blackburn, Harman and White was published in the February issue of The Australian Teacher (84/AB:49). This issue includes eight short articles by a range of people commenting on the Manifesto and its implications.

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WINDSCHUTTLE, Keith 84/AB: 226

Schools for the Future. In Australian Society, Vol. 3, No. 6, June 1984 [p.15-18]

In this article, Windschuttle argues that the role of technical education in meeting the needs of the majority of students has been undervalued if not ignored. The demand for technical education has grown while opportunities for apprenticeships have declined. Rising school participation rates indicate that students are seeking alternative routes to employment and the needs of these students for 'relevant' education must be recognised as central to the debate about school curriculum. Their needs are not likely to be met by curriculum reform which maintains an academic framework as even radical contributions such as that by Ashenden et al. (84/AB:49) tend to do. Most students who go on to tertiary courses do so in the TAFE sector and the emphasis in schools should therefore be on preparation for this. Years 11 and 12 should be strongly vocational, though 'vocational' should be broadly conceived. There should be a blurring of the distinction between school and TAFE and a dezoning of schools to allow specialisation in particular areas.

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LANGFORD, Peter* 84/AB: 227

Expectations of Schools in Victoria. In Educational Research for National Development: Policy, Planning and Politics. Collected Papers. Australian Association for Research in Education National Conference. Canberra: AARE, 1983 [p.190-195]

This is the report of a 1983 survey of parent and teacher expectations of schooling in three high and two technical schools in Victoria, replicating for these schools an Australia-wide survey which had been conducted by Campbell and Robinson in 1979. Questionnaires were sent to 100 parents and all teachers at the schools. The response rate for parents was 30.5 per cent; for teachers, 38 per cent.

The questionnaire, based on that of Campbell and Robinson, focused on the functions of schools, the content of the curriculum, children's motivation to learn and the fostering of learning. In general, the results closely mirrored those reported by the earlier study. The article sets out data for comparisons between the studies, and goes on to review areas of disagreement. It found that Victorian teachers were less oriented to preparing children for work than were the parents; that more parents than teachers thought that expectations for boys and girls were different; that both teachers and parents were concerned at the performance of Victorian state schools as against that of private non-Catholic schools.

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BATTEN, Margaret 84/AB: 228

Issues of the Eighties: Principals' Perspectives and School Practices. ACER Research Monograph No. 22. Hawthorn, Victoria: Australian Council for Educational Research, 1983 [111p.]

The decade of the 1970s began as an era of prosperity with high hopes of education as benefiting both the individual and the society; it saw the establishment of the Schools Commission, vastly increased Commonwealth funding of and commitment to schooling and the considerable decentralisation of education decision-making; it ended in deep recession and a decline in public optimism and confidence in education. The ensuing debate about the role of education within the social framework of the 1980s provided the impetus for this study which set out to identify the educational issues of current importance to the community and the ways in which schools were responding to these issues.

The study was planned in four stages: a literature search to identify the educational issues of importance to members of the school and the wider community; the development of a classification of educational issues; a survey of principals; studies of school practice. The first three stages of the study are discussed in Part I of the report; the fourth stage in Part II.

In the literature survey, described in Chapter 1, 14 surveys of community expectations of schooling conducted between 1977 and 1981 were analysed along with 40 other statements culled from books, reports, articles and other written material. There were difficulties in comparing disparate surveys, but overall the most frequently mentioned issues were: preparation for the world of work; basic skills; daily life competencies; the development of personal identity; teacher-student relationships and enquiry and processing skills. Chapter 2 describes how the total of 70 issues was reduced to a more manageable 30 and categorised under: organisation (management and teaching structures); curriculum; personal development; performance competency; social responsibility; social integration. A questionnaire developed on the basis of these issues was trialled with principals and community groups.

Following the responses and comments, a revised questionnaire was distributed to a stratified random sample of 200 primary and 200 secondary school principals throughout Australia, selected to give proportional representation from States and from school systems (government, Catholic and other). Chapter 3 analyses the data and compares responses from different groups of principals.

The fourth stage of the study sought to examine the way in which issues of high priority in the responses were reflected in educational practice in secondary schools. Seventeen schools in four States were visited and 10 others contacted by telephone. Chapters 5-7 describe and comment on the information gathered. Chapter 5 covers aspects of school organisation: school aims and achievement, discipline and control, co-operation between educational institutions, assessments and credentials, school autonomy, pastoral care. Aspects of curriculum are discussed in Chapter 6,covering basic skills, core curriculum, preparation for the world of work. In Chapter 7, two schools are discussed as total units to show how, in each school, a number of different practices were drawn into a flexible but integrated school structure in order to achieve a common goal. Chapter 8 summarises the study and draws together the discussion and the conclusions.

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AINLEY, John, Margaret BATTEN and Hilary MILLER 84/AB: 229

Staying at High School in Victoria. ACER Research Monograph No. 23. Hawthorn, Victoria: Australian Council for Educational Research, 1984 [151p.: $9.95]

This is the report of a study of variations in student retention rates to Year 12 in government high schools in Victoria with the object of investigating school factors which might influence student decisions to stay at or leave school. There has been considerable research showing that school retention rates are influenced by a variety of external factors such as the socio-economic circumstances of students, ethnicity, sex differences, geographical location, economic conditions and employment opportunities (see, for example, Williams B102, Poole 84/AB:74). There are also some indications but little direct evidence that school factors such as curriculum and organisation may also affect school retention rates, particularly through influence on student attitudes. While recognising the importance of external factors on student decisions to stay at or leave school, this study focuses particularly on student attitudes, school curriculum and school organisation as possible in-school influences on outcomes.

The research study used a complementary mixture of qualitative and quantitative methods. First, official data on retention rates and the characteristics of schools were analysed to obtain a broad picture of retention in Victorian secondary schools and to provide information about patterns of and influences on school retention. The analysis showed the existence of factors other than the usual external factors influencing retention rates. Sixteen schools (10 city, 3 country and 3 with special features) were selected to provide more intensive study of a group of schools showing high, middle and low retention rates to Year 12. In these schools, questionnaires and interviews were used to ascertain attitudes and views of Year 10 and Year 12 students, teachers, parents and former students, as well as to find out about the operation of the schools, the origin of current policies and the reactions to these policies. The methods are described in detail in Chapter 2 of the report.

Chapter 3 contains the results of analyses of retention rates data over a five-year period, indicating the general increases in 1983 and the expected variations due to socio-economic and other external factors, though these did not explain some of the variations between schools. Chapter 4 describes the selection of the sixteen schools in the study and outlines some of their characteristics. Chapter 5 considers the plans and intentions of students who were in Year 10 in 1983 and examines the personal and school influences which seem to be associated with an intention to remain at school. It also examines the views of students who were enrolled in Year 12 during 1983 in terms of their reasons for remaining at school to Year 12 and their responses to the environment they experienced at Year 12. The qualitative data which were gathered in order to describe and discuss practices related to retention in the sixteen schools form the basis for Chapter 6. In that chapter, the perceptions derived from the school visits are used to draw inferences about the ways in which school factors might influence retention rates. Greater detail about each school has been provided in Appendices III, IV, and V. In Chapter 7 the views of parents, teachers, and former students are considered from the results of questionnaires administered to those

groups. The final chapter provides a summary of the report and the general conclusion which can be drawn from the study.

The analysis of the general data indicated that, apart from variations due to external factors, retention rates to Year 12 were higher in schools which offered alternative programs than in those offering mainly traditional Group 1 Higher School Certificate (HSC) subjects. The retention from Year 11 to Year 12 in such schools was about 19 percentage points higher than in schools without alternative programs. These results were supported by the study of the sixteen schools. In these schools, students made positive comments about enjoyment of school, good student-teacher relations, and interest in and relevance of school work to a greater extent than did students in other schools. In schools with high retention rates associated with a successful HSC orientation, students in Year 10 expressed a wish for a more broadly based curriculum in senior years.

Among student reasons for completing Year 12, most emphasis was placed on future career requirements and benefits; enjoyment of school and interest in school work were middle ranked. Alternative courses seemed to be highly regarded on both counts, providing a sense of achievement, relevance and status as well as more effective preparation for post-school life and work. There were indications that Year 10 students' decisions on staying at school were influenced by their experiences in compulsory years of schooling which influenced their perceptions of their own ability and of the quality of school life.

The research raises issues for future investigation in four main areas: the structure and operation of the secondary school including the effect of curriculum developments in Years 11 and 12 or Years 7-10; sub-groups such as males and females and students from English-speaking and non-English speaking backgrounds; the effects of alternative programs on student attitudes, experiences and outcomes; the enduring effects of the various types of curriculum offered on the attitudes and experiences of students in their early post-school years. These issues become particularly relevant if increasing retention rates raise questions of how schools should respond.

. See also ACER Newsletter, No. 51, July 1984 [p.2]

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TAYLOR, Ray 84/AB: 2308

. Senior Studies Options

. Senior Studies Options - Reality or Myth. Working Paper No. 1. Melbourne, Victoria: Transition Policy Unit, VISE, June 1984 [3?p.]

INSTITUTION Transition Policy Unit, Victorian Institute of Secondary Education (VISE)

TIME February 1984 - July 1985

PLACE Victoria

The aims of this study are to identify: i) the nature of the senior (Years 11-12) curriculum taken by full-time day students in secondary schools; ii) the nature of the senior curriculum offered by secondary schools; iii) the factors which determine i) and ii); iv) policy implications for VISE and for the senior secondary curriculum generally. Phase I of the study sets out to collect information on the Year 12 Higher School Certificate (HSC) population in Victoria and to sample (across three education department regions) 20 per cent of Victorian High Schools offering HSC and 20 per cent of all Victorian schools offering HSC.

In Phase 2, timetable data will be collected from 50 per cent of all Victorian schools offering Year 11 and Year 12 studies. Case studies will be undertaken in 10 of these schools, using staff interviews.

The Working Paper cited above is a first outcome of the study. Section A provides an historical outline of subject offerings at HSC levels, indicating a three-fold growth in the number of subjects available for study at HSC level and a seven-fold growth in numbers of candidates. Fifteen subjects, however, have always accounted for the vast majority of students; in particular, maths/science, humanities and economics. Options actually available in schools are discussed in Sections B and C. Section D considers growth and decline in numbers of candidates choosing particular subjects. In Section E, a number of issues arising from the study are identified for further investigation. Four Appendices provide further statistical information.

The study makes it clear that the provision of wide choice and diversity in school offerings is a myth. Most students are offered a narrow range of subjects equivalent to an institutionally approved core curriculum which has changed very little in nature over 30 years. This is despite the fact that the number of HSC accredited subjects has grown from 29 in 1953 to 91 plus four approved study structures in 1983. Of this wide range, schools generally offer between 15 and 17 subjects from four discipline areas: humanities, maths/science, commerce and creative. These and other findings of the study raise questions which are fundamental to any review and restructuring of curriculum in schools.

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JONES, Warren 84/AB: 231#

Secondary School Mathematics and Technological Careers

INSTITUTION Australian Council for Educational Research

FUNDING Part funded by Institution of Engineers, Australia

TIME 1983 - June 1985

PLACE National

The impetus for this study was the concern of the Institution of Engineers, Australia, with the apparent decline in the numbers of secondary school students taking advanced mathematics courses and the effects of this on the development of courses and careers in technological fields. This study sets out to explore the factors which might influence a young person, first, to take mathematics or not and, secondly, to take mathematics at an advanced level.

A mail survey was undertaken in December 1983 of 5,337 18 year olds. The sample was the same national sample which, as 13 year olds in 1978, had been surveyed by ACER in a previous study of mathematics. Two questionnaires were developed and posted to each member of the sample at home addresses: one questionnaire for those who had completed Year 12 at secondary school; the other for those who had not. So far 56 per cent of the sample have completed and returned the questionnaire and a total response rate of 70 per cent is expected.

Preliminary results from responses of those who did not complete Year 12 indicate that 64.0 per cent of them completed Year 10; 29.0 per cent completed Year 11. Half of these early school leavers had started a further course of study, mainly apprenticeship and certificate level courses in the areas of Engineering/Technology, Economics/Commerce/Business Studies, Secretarial Studies.

DOCUMENTATION

. Summary Report 84/1. ACER [5p.; mimeo]

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CALDWELL, Brian J. 84/AB: 232#

Effective Resource Allocation in Schools Project

INSTITUTION . Centre for Education, University of Tasmania
. Education Department of Tasmania

FUNDING In part from Commonwealth Schools Commission: Project of National Significance

TIME December 1982 - September 1984

PLACE Tasmania, with some data gathered from other States, especially South Australia.

The aim of this project is to identify the processes and skills required for the effective allocation of resources within government and non-government schools; secondly, to establish a program for the assessment and development of the requisite skills among those who are in positions of responsibility or preparing to be so. The study has involved i) the determination of criteria for a high degree of effectiveness both in a general sense and in the manner in which resources are allocated; ii) the identification of highly effective schools by panels of knowledgeable persons, using the identified criteria; iii) case studies in these effective schools of the processes and skills in resource allocation; iv) the development of materials based on the findings of the study; v) trial and refinement of the materials.

The study has found that the most effective approach to resource allocation is one which integrates the policy-making and planning processes in the school; which secures appropriate involvement of staff and community in these processes; which allocates resources to programs which reflect the manner in which the school is organised to meet the needs of students. A model approach reflecting these characteristics has been identified and described in materials being produced by the study.

DOCUMENTATION

The following will be available after the end of September, 1984:

- CALDWELL, Brian J. Report of the Effective Resource Allocation in Schools Project
- CALDWELL, Brian J. and Jim M. SPINKS. Policy Making and Planning for School Effectiveness
- MISKO, Josie. Effective Resource Allocation in Government Schools. Part 1: Report
- MISKO, Josie. Effective Resource Allocation in Government Schools. Part 2: Case Studies
- SMITH, Christopher. Effective Resource Allocation in Non-Government Schools.
- CURTIS, Kingsley. Management of Resources in Schools.

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FORDHAM, A.* and M. BOYLE* 84/AB: 233

Teacher Satisfaction in ACT and Victorian Schools. In Unicorn, Vol. 10, No. 3, August 1984 [p.275-280]

As part of a review of ACT high school education during 1982 (84/AB: [illegible]), a detailed examination was undertaken of job satisfaction among high school and primary school teachers. The study used an approach similar to that of a (more extensive) Victorian study undertaken by Fordham for the Australian Council for Educational Research in 1981. The results of the two studies are compared in this article. In both areas, teachers reported themselves satisfied with their relationships with other teachers, senior staff and with students; their freedom to select teaching and assessment methods and to develop curriculum. They were dissatisfied with the attitudes of society and of parents towards education and with the status of teachers in the society. Many were also dissatisfied with the physical conditions of classrooms and with class sizes. Overall, teachers were generally satisfied with their job as teachers. Level of satisfaction was related to the stimulation of the work and life-long career prospects. All groups rated professional autonomy and the organisational climate as important aspects of their job satisfaction. However, the article warns that the generally high level of job satisfaction among teachers should not be taken as an indication that teachers do not find teaching a stressful occupation. High school teachers particularly feel stresses arising from student behaviour and attitudes to learning and from parental lack of interest in education.

* *ACT Schools Authority, Canberra*

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BEARE, Hedley* 84/AB: 234

The Structural Reform Movement in Australian Education During the 1980s and the Effect on Schools. In The Journal of Educational Administraton, Vol. XXI, No. 2, Summer 1983 [p.149-168]

Rapid and independent change in society imposes stresses on schools and school principals. Educators need to take stock of the changes that are occurring and identify sources of stress so that positive improvement may emerge from reformation. This article sets out to provide an overview of developments which are of concern to schools and principals. It begins with a summary of changes which have occurred and are occurring in Australian education, identifying four factors as central to the movement: school-based decision-making; new administrative structures; regionalisation and declining school enrolments. Each of these factors is discussed in following sections of the article which, in conclusion, points out that such fundamental educational changes in the midst of social change could produce developments in the 1980s which would make the 1970s appear like an age of simplicity and innocence.

* *Professor of Education, University of Melbourne, Victoria.*

SHEARS, L.W. 84/AB: 235

Administrative Structures in Education. A Report to the Honourable Robert Fordham, M.P., Minister of Education, Victoria. Melbourne, Victoria: Office of the Co-ordinator General of Education, July 1984 [139p.]

In many countries, structures for the administration of education are being critically reviewed. Nowhere is such examination needed more than in Victoria. This report uses information gathered on a visit to eleven countries overseas to extract basis facts and principles which can be applied to the Victorian situation (see also 83/AB:67; 83/C:23; 84/AB: 220). Chapter 1 is a historical review of Victorian educational administration between 1901 and 1982, identifying nine important changes since the mid-1960s which significantly changed the traditional role of the Director-General of Education as chief education adviser to the Minister. As a result, Victoria now has eight major authorities, nine statutory authorities supporting the major groups and 25 groups or organisations which can claim access to the Minister of Education (not counting politically linked groups such as caucus committees). The identities and origins of all of these are discussed in the chapter.

Chapter 2 presents brief overviews of the present structures and arrangements of education in the other Australian States and Territories. Similar overviews are given in Chapter 3 for eleven overseas countries. These are discussed individually in two groups: those with Federal style governmental structures (West Germany, Yugoslavia, Canada, USA), and those with central government and regions (China, Japan, Thailand, Sweden, Norway, France and U.K.). Chapter 4, A Future for Victoria, presents the analysis, conclusions and recommendations based on the information. Appendix A is a comprehensive bibliography, and Appendix B lists in detail persons in each country with whom discussions were held.

The report in its conclusions makes a number of basic points to begin with. The multiplicity of education authorities and interests in Victoria and the consequent demands for access to the Minister threaten both the policy-making functions and the successful administration of the Ministry, but there is no justification for moving to establish more than one Minister as some much larger countries have done. Moreover, Victoria has had so much change in educational administration in recent years that further immediate changes should be restricted. The recommendations in the report are therefore presented in two groups: sixteen recommendations for immediate consideration and eight 'propositions for the future'. Among the former group, it is recommended that the term Ministry of Education be used to describe the overall administration of education; that there be one Minister with an Assistant Minister giving general assistance but without specific functions; that a small but highly selective and well rewarded unit be established called the Finance, Statistics and Information Bureau to provide the Minister with easy access to cross-sectoral advice and information. Within the Ministry, the Schools Division and TAFE Division should work closely together to provide the administrative support necessary for schools and TAFE. For advice across the various sectors of education, a Victorian Education Commission should be established. Further recommendations detail the composition and functions of this Commission and of other necessary adjuncts.

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AUSTRALIA. DEPARTMENT OF EDUCATION AND YOUTH AFFAIRS 84/AB: 236

. Issues and Options. A discussion paper on the governance of ACT education. Canberra: AGPS, 1984 [51p.]

. Summary. (as above) [14p.]

This paper has been prepared as a contribution to public discussion of options and directions for the future administration and governance of education in the ACT. The questions arise not only in the context of moves towards self-government in the ACT, but also because of the need to plan education developments in new areas. Chapter 1 presents an overview of some developments in ACT education which make discussion of future directions desirable, including the imminence of self-government, changing enrolment levels and patterns, tensions focusing on new non-government schools such as Radford College. There is also the impact on education of high levels of youth unemployment; of changing technology, attitudes and social patterns. All these, together with constraints on funding, urge the need for greater co-ordination in ACT education. The chapter outlines the existing arrangements for provision and co-ordination of education and identifies as areas for particular attention: arrangements for overall planning and co-ordination of all sectors of ACT education; arrangements for the registration and funding of non-government schools; arrangements for TAFE and the Schools of Music and Art; the co-ordination of higher education with other sectors of education.

Chapter 2 reviews the ACT school sector: the origins, development and character of the ACT Schools Authority; the arrangements for non-government schools. The issues are discussed and two options presented for consideration: an ACT School Board responsible for government and non-government schools; the continuation of separate arrangements for the two kinds of schools. Considering Further Education in the same manner, Chapter 3 identifies five options for TAFE: as part of an ACT Education Authority; an ACT TAFE Authority; and ACT Post-Schools Education Authority; an amalgamation of the TAFE Colleges into a single incorporated college; the incorporation of each separate TAFE college. The Chapter also covers options for the School of Music and the School of Art. Chapter 4 discusses the issues relating to Higher Education in the ACT, including the Australian National University and the Canberra College of Advanced Education.

In Chapter 5, overall planning and co-ordination are considered and three options presented: an agency with planning and co-ordination functions relating to all sectors; separate agencies for school and tertiary sectors; a single agency with comprehensive functions for all sectors. Chapter 6 argues the need for a measure of consensus on basic guiding principles for ACT education, suggesting that among them might be democratisation of education and equity; quality; unity and coherence; diversity; parity of esteem; community involvement; co-operation; efficiency; responsiveness. Some criteria are identified as a basis for judging the consistency of structures with the guiding principles. The final Chapter 7 sets out three configurations using different combinations of options which could be considered as alternative designs for the governance of ACT education.

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SWAN, D. and Ken McKINNON 84/AB: 237

Future Directions of Secondary Education: A Report. Sydney, N.S.W.: Department of Education, 1984 [51p.]

Following responses to a discussion paper in April 1983 on the Future Directions of Secondary Education in NSW (84/AB:59), proposals have been developed as a basis for government action. This report presents these proposals and recommendations and sets out a structure for implementation. Against a background of social, economic and technological changes and the challenges these bring for education, the report argues the need for a single body responsible for secondary education: a Board of Secondary Education to replace the existing divided responsibilities of the Secondary Schools Board (Years 7-10) and the Board of Senior School Studies (Years 11-12).

Section 2 sets out ten principles which should guide the provision of secondary education. In general, these would provide six years of secondary education for all young people, though not necessarily continuously. The education should be appropriate to the needs of individual students, should help them to develop personal and educational skills and competence through studies which related the theoretical to the applied. Education should not be seen principally as a process of selection for tertiary education and assessment and reporting of achievement should be such as to allow students to reverse earlier failures, repair omissions and re-enter education. The community has both right and obligatioon to be involved in education decision-making. Education provision should allow for a variety of structures and institutions (including TAFE and possibly new institutions) to be involved in the delivery of post-compulsory education.

In Section 3, the composition, responsibilities and functions of the proposed Board of Secondary Education are detailed. This Board, comprising 22 members from diverse areas of expertise and experience and chaired by the Director-General of Education, would have the authority to determine the nature of the curriculum, prepare or approve courses of study and provide for the balance of studies, including compulsory and optional courses.

In the three following Sections 4-6, the report sets out an agenda for action in curriculum, credentials and structures. In each of these, the relevant principles identified at the beginning of the report form the basis for discussion of implementation. In curriculum, the report recommends that the Board of Secondary Education continue development of the secondary curriculum in ways which provide for 'a balance of common and specialised studies, in ways which establish continuity between levels and in ways which make a stronger connection between theoretical and applied studies, so that there will be opportunity for all students to complete six years of secondary education with benefit'. The approach to credentials is based on three main principles: a credential for all school leavers (whenever they leave); external validation of all school programs; a common framework to ensure a degree of comparability in standards of courses across the State. The report argues for a variety of forms of schooling or post-compulsory education to meet the interests, attitudes and differing levels of maturity of students. Among such institutions, the role of TAFE and the possibility of community colleges should be considered.

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W.A. COMMITTEE OF INQUIRY INTO EDUCATION IN W.A. 84/AB: 238
(Chairman: Mr Kim E. Beazley)

Education in Western Australia. Report of the Committee of Inquiry. Perth, W.A.: Inquiry into Education in W.A., March 1984 [459p.]

A growing community concern about relationships between schooling, employment and post-school life in general prompted the Government in W.A. to establish this Committee of Inquiry in March 1983 with extremely wide-ranging terms of reference covering all the key areas of education, particularly secondary education. The Committee, with 26 members drawn from diverse areas of experience and expertise, operated as a 'federation' of five sub-committees each responsible for reviewing evidence and drafting recommendations for consideration by the Committee. Each sub-committee had its own area of responsibility, together covering the terms of reference: curriculum, certification and tertiary selection, teaching staff, community participation in schooling and special groups. Chapters 2-6 of the report examine the issues and make recommendations in each of these areas of inquiry. Chapter 1 provides an overview of the inquiry and its major conclusions. Appendices list the 272 recommendations contained in the report and provide information on organisations and individuals who made submissions or provided information. A detailed subject index enables easy reference to particular topics of interest.

The recommendations of the Committee are based on the view that schools exist to provide for the development of individuals and of an efficient and intellig t community. Thus, schools should aim to develop in students a creative, responsible and analytical understanding of the values, structures and institutions of the community; to help students to develop their personal and intellectual capacities and skills in academic and vocational areas but also in terms of values, ethics and beliefs. Schools should not be oriented to the interests of particular outside groups such as tertiary institutions or employers, nor should they be isolated from the concerns of the community. Educational rigour and high standards, while essential in schooling, should not be seen as confined to a narrow range of generally academic subjects, ignoring diverse forms of excellence in areas such as manual skills, performing arts, and technical forms of service and creativity. Schools should ensure that students learn to value high endeavour and achievement not only as a means to an end but also as a tool for exploring their own potential. Accordingly, the qualifications provided by school systems should emerge as a result of the education process and not be a determinant of it. Formal credentials should make evident a wide range of accomplishments rather than the combined examination scores from a limited range of subjects.

The Committee's recommendations, based on these principles, take into account the existing situation in schools and are directed to 'vigorous evolution' rather than 'marked revolution'. In curriculum, the report notes some degree of disillusionment with present offerings and arrangements and identifies seven broad areas as a basis for a new and relevant curriculum: language and communication; social studies; mathematics; science and technology; physical and health education; vocational and personal awareness; practical and creative arts. In all areas, emphasis should be placed on skills for locating, analysing, interpreting and applying knowledge and on investigative and evaluative skills. This approach requires changes in school organisation and curriculum as well as appropriate teacher development. The report encourages an

integrated and multi-disciplinary approach rather than segregated subjects and proposes the introduction of units of study rather than courses of year-long duration. The chapter goes on to discuss the curriculum in Years 11-12; the relationship between schools and TAFE; curriculum organisation in primary schools; the transition from primary to secondary school; literacy and numeracy, and pastoral care and self-esteem. The changes proposed could be expected to increase the relevance of curriculum offerings for all students, encourage more students to stay at school longer, and enable schools to be more responsive to and students better equipped for changes in the society.

Reviewing existing arrangements for certification, Chapter 3 proposes the introduction of a school leaver statement for all students leaving school. This would provide as a minimum a transcript of achievement; a statement of participation; an open reference; evidence of authenticity. This Certificate of Secondary Education would report achievement from Year 9 onwards, Year 8 being regarded as a transition year. There would be special recognition of graduation for students who complete Year 12 and satisfy specific requirements for scope, duration and depth of studies. The chapter continues with discussion of moderation for comparability of standards. For tertiary selection, the chapter makes a number of points and proposals but no recommendations, pending the report of the Committee inquiring into Certification and Tertiary Selection (84/AB: 239).

Chapter 4 provides detailed discussion and recommendations on teaching staff, covering attracting potential teachers; entry to teacher preparation courses; pre-service teacher education; selection of teachers for employment; initial placement of teachers in schools; performance appraisal; school evaluation; promotion; non-award in-service courses for teachers; award courses; systems issues. The Committee considers that adequate professional education and development are essential to quality in teaching and in schools. It proposes a system of performance appraisal for teachers with two distinct components: an annual professional review aimed at facilitating the professional development of the teacher, and a formal personnel evaluation for purposes of promotion.

To encourage community participation in schooling, Chapter 5 recommends that 'all school communities (staff, parents, students and others) be offered a description of a range of alternative organisational procedures from which the school will develop means of obtaining a community contribution to school-based decision-making'. The options could range from P & C Associations to advisory bodies or school councils of some form or another. Effective community participation requires considerable support from education authorities as well as education of teachers and the removal of existing legislative barriers. It is important enough to require that it should become one of the criteria used in staff and school appraisals.

The final Chapter 6 deals with provisions for special groups and covers discussion and recommendations on those who suffer educational disadvantage because of poverty or other home and social factors; the disabled and educationally handicapped; the gifted and talented; Aboriginal education and Aboriginal studies; migrant education and multicultural education; the education of girls; the education of isolated children; disruptive students. In discussions throughout the report, the Committee expresses its concern that financial assistance for young people should be such as will remove financial barriers to education participation at all levels and encourage continued schooling and further education.

Believing that a co-ordinated approach to implementation of the recommendations is needed, the Committee suggests that a small group representative of the various educational interests be established to advise the government on the most efficient means of implementing the recommendations.

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W.A. MINISTERIAL WORKING PARTY ON SCHOOL CERTIFICATION AND TERTIARY ADMISSIONS PROCEDURES (Chairman: Professor Barry McGaw) 84/AB: 239

Assessment in the Upper Secondary School in Western Australia. Perth, W.A.: Ministerial Working Party, 1984 [70p.]

McGAW, Barry

Assessment in the Upper Secondary School in Western Australia. An Overview of the Report of the Ministerial Working Party on School Certification and Tertiary Admissions Procedures. Perth, W.A.: School of Education, Murdoch University, 1984 [3p.: mimeo]

This Working Party was asked to examine the procedures for general admission to tertiary institutions; the procedures for selecting students for tertiary programs with limited enrolments; the curriculum in Years 11 and 12, and any other relevant matters. Chapter 1 of the report details the existing arrangements and identifies a number of concerns with these, including the complexity of the system; the wider range of students staying on beyond Year 10; the low status of 'General' subjects compared with Tertiary Admissions Examination subjects, and the assessments used for tertiary admissions. In Chapter 2, the procedures and issues in the other Australian States and Territories are briefly outlined.

Chapter 3, discussing curriculum for the upper school, proposes that the concept of matriculation be replaced by one of secondary school graduation which would provide more adequately for a wider range of students, remove tertiary entrance as the approved goal of secondary and allow a wider choice of studies. Minimum requirements for graduation would comprise breadth of study, balance of study across the humanities, mathematics, science and social studies and a satisfactory level of competence on literacy.

Chapter 4 discusses the difference between norm referenced assessment of students, which ranks students in relation to one another, and criterion referenced assessment, which indicates level of attainment in performance. It suggests that the latter method of assessment be developed as an alternative to the present norm referenced system. While recognising the disadvantages of external examinations, the report sees these as being outweighed by the advantages offered by objective assessment and common standards of performance, and recommends that external examinations be maintained at least for all subjects central to the

tertiary admissions process. However, it also recommends that all subjects including examination subjects should have school assessments of performance. All school leavers should receive a formal certificate of achievement and graduation should be marked by the Certificate of Secondary Education giving details of studies and levels achieved.

Chapter 5 details the requirements for admission to tertiary study, including the need for tertiary institutions in consultation with technical and further education authorities, to review current arrangements for students moving to tertiary study from TAFE. A Secondary Education Authority, chaired by the Director-General of Education, is among the administrative arrangements recommended in Chapter 6. The concluding Chapter 7 discusses some of the potential problems to be expected in making such major changes to complex arrangements.

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W.A. MINISTER FOR EDUCATION 84/AB: 240

The State Government's Response to the Beazley and McGaw Reports. Perth, W.A.: Minister for Education, July 1984 [9p.: mimeo]

Welcoming these two reports as charters for essential reforms in education, this Ministerial Statement expresses the intention to begin in 1985 a series of reforms to apply to government and private schools and to be phased in over several years. The Government fully endorses the themes of the reports: provision of equality of educational opportunity to children across the whole range of needs and abilities; the need to attune the offerings of schools to the needs of individuals and the community in changing social and economic circumstances; the pursuit of excellence; the need for all individuals to master literacy and number skills; the promotion of schools as centres of care where children can be helped to overcome social and other disadvantages and to develop attitudes of self-worth and community responsibility.

Among the Government's proposals for action are: the replacement of the Achievement Certificate by a Certificate of Secondary Education; the establishment of a new Secondary Education Authority; new requirements for tertiary entrance; a broader curriculum in the lower secondary school. Action is also indicated on literacy; primary curriculum; class sizes; community participation; appraisal of teacher performance; provisions for academically able children, for handicapped children and for Aboriginal children; discipline; equal opportunity; migrant children and multicultural education; technical and further education and teacher training.

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VICTORIAN INSTITUTE OF SECONDARY EDUCATION (VISE) 84/AB: 241

Towards a Revised Policy on Curriculum and Assessment in the Victorian Year 12 HSC Program. A Paper for Discussion. Melbourne, Victoria: VISE, March 1984 [15p.]

This Discussion Paper was prepared as part of a program reviewing policies on curriculum and assessment in the Victorian Year 12 Higher School Certificate (HSC). It was produced on behalf of a Working Party established by VISE Council as a basis for wide-ranging public discussions and submissions. These will be analysed by a staff task force and a second Council Working Party. Recommendations will then be made to Council, and thence to the Minister with advice on implementation.

The paper reviews the key elements of the Curriculum and Assessment Policy adopted by VISE Council in 1978 and notes the educational and attitudinal changes which have taken place since then, including emphasis on equity and the devolution of responsibility to school councils (see 84/AB:56). There has also been a change in community thinking towards less emphasis on restrictive subject specialisation and greater availability to students of experience across a broad range of subjects. Since 1978, VISE has pursued a policy of gradually moving from external examinations to school-based assessment and the current proposals seek to further increase the opportunity for schools to participate in curriculum development and assessment, while retaining some externally examined subjects. Those not externally examined should be subject to inter-school comparisons (moderation procedures), as well as rigorous accreditation procedures. Subjects externally examined should not be seen as having greater value than school-assessed subjects and should themselves be 50 per cent assessed internally.

Section 4 of the paper identifies six main principles underlying the recommendations in Section 5. These recommendations deal specifically with accreditation, assessment, total school-based assessment, external examinations, moderation, standardisation, English, certification. Section 6 invites wide comment on the proposals as a basis for further consideration.

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VICTORIAN EMPLOYERS' FEDERATION 84/AB: 242

Submission on Revised Policy on Curriculum and Assessment in the Victorian Year 12 HSC Program. Hawthorn, Victoria: July 1984 [5p.: mimeo]

This submission on the proposals of the Victorian Institute of Secondary Education (VISE) for new policies on curriculum and assessment (84/AB: 241) urges the need for more time for public comment, given the importance of the issues. It argues that public examination ensures that content and material are taught effectively to a common standard; that accountability will be lost with school-based assessment and that the Higher School Certificate, as the last remaining external examination in

Victoria, is the only credential in which employers have confidence. Without it, employers will have no means of effectively comparing the educational ability of students. They will therefore tend to establish their own employment examinations or judge potential employees on the reputation of the school attended, thus disadvantaging students from schools in socially disadvantaged areas. The submission raises a number of specific points of concern on such matters as the standard for inter-school comparison; the validity of the credential; the obscurity/ambiguity of some parts of the Discussion Paper proposals; the criteria for 'satisfactory' English.

. See also Victorian Employers' Federation. Employers' Report, Vol. 4, No. 27, July 1984 [p.1].

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VICTORIAN INSTITUTE OF SECONDARY EDUCATION (VISE) 84/AB: 243

Towards a Revised Policy for HSC. In VISE News, No. 46, September 1984 [p.1-2]

This article outlines policies for the Higher School Certificate drawn up by VISE Council after consideration of the wide range of responses to its March 1984 discussion paper (84/AB: 241). The article notes some clear trends of thinking apparent in the responses, including strong support for a strengthening of current accreditation procedures for Year 12 courses and for the awarding of grades which reflect the extent to which candidates meet defined standards or criteria. Grades based on competitive ranking of candidates were not favoured.

In the light of the responses, VISE Council adopted a set of in-principle statements on the directions for development of policies. These included: strengthening of present accreditation procedures; a gradual move towards externally moderated school-based assessment in all HSC courses; the extension of moderation to all HSC courses; from 1990, the awarding of grades on the basis of whether candidates have met defined criteria; the retention of English as a compulsory subject and satisfactory performance in English as a requisite for satisfactory completion of Year 12.

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VICTORIAN INSTITUTE OF SECONDARY EDUCATION (VISE) 84/AB: 244

Viewprints. No. 2, September 1984 [18p.]

This issue of Viewprints is devoted to discussion of assessment of students. The articles summarise the current position of non-competitive assessment and reporting strategies, describe the process of change in assessment policies in four secondary schools, explore the relationships between assessment and employment, and attempt to respond to some of the 'problem' issues identified in schools.

The following titles indicate the range of the discussion: Reforming assessment is reforming curriculum; Descriptive reports and selection for employment; Some assessment questions for schools and their communities; Towards work-based assessment; An assessment glossary (definitions of key terms); Schools and assessment policies: four case studies; A review of 'Assessing English'.

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NIGHTINGALE, Peggy* 84/AB: 245

The Effect of Including HSC English in the Selection Aggregate. Sydney, NSW: Macquarie University, April 1984 [3p.: mimeo]

Following Sydney University's decision to require students to include Higher School Certificate (HSC) English in their aggregate for admission to the University, this study was commissioned by Macquarie University to determine whether requiring the inclusion of 2 units of HSC English in the selection aggregate would alter the composition of the annual intake of students at Macquarie University. Using computer records, the aggregates of each of the 1,016 students who had been accepted for admission in 1983 were recalculated so as to include 2 units of English among the ten best HSC units. The study found that there would be almost no change in the intake at Macquarie University if students were required to include English in their aggregate for admission.

* *Tertiary Education Research Centre, University of NSW.*

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BOWES, Jennifer 84/AB: 246

Credentialism - An Exploratory Study of Issues and Attitudes. A report commissioned by the Research and Statistics Branch of the Department of Education and Youth Affairs and undertaken in association with the Evaluation and Research Section of the ACT Schools Authority. Canberra: ACT Schools Authority, 1984 [32p.:mimeo]

Now that students are being encouraged through the Participation and Equity Program (PEP) to remain longer at school, and school curricula and approaches are being broadened to meet the needs of the wider range of students, the questions of formal certification - credentials - become of urgent interest. This exploratory study was undertaken to identify the issues of certification, with particular emphasis on the needs of students not continuing into tertiary education. The ACT was chosen as the area for examination because of its small size and because the issues identified in this area were likely to be relevant in other areas. However, particular characteristics of the ACT (including high retention rates and high concentrations of tertiary educated persons in the population) need to be allowed for. The issues discussed in the report are those which emerged in the course of interviews with secondary principals, school leavers, parents, employers and others associated with school credentials.

Section 1 of the paper provides a context for later discussion of issues. It comments on the close and desirably consistent relationship which should exist between the education provided by the school and the end-of-school certificate, but points out that such consistency is not generally to be found. The Section analyses the complex system of relationships between the credentials and the various components of schooling. It looks at the influence of certificates on the secondary school, on community attitudes to the school system, on selection for employment or higher education, on the central authority. It goes on to discuss the corresponding influences on certification of secondary schools, community attitudes, employers, job-seekers, higher education selection and the central authority. The issues of credentials therefore involve complex and interacting relationships.

Section 2 describes the interview part of the study in which opinions on issues were gathered from the range of interested persons mentioned above, using the ACT Year 10 and Year 12 certificates as a focus. What emerged was a divergence of opinion on the form and content of certificates, closely related to differing perceptions of purposes.

The final Section 3 identifies the three basic questions: What is seen as the purpose of certificates? How are they actually used? What is seen as the most desirable form and content? These and other issues may also be seen as relevant outside the ACT, but this needs further exploration. The paper suggests directions for further research, including two specific research projects. It argues that a national analysis is urgently required as background to the policy decisions which are now being made with increasing frequency.

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MUNRO, Lyle* 84/AB: 247

Schooling, Part-time Work and the Occupational Destinations of Senior Secondary Students in Canberra: School and Work - Some Student and Teacher Perspectives. Litt.B. thesis, Department of Sociology, ANU, 1983 [78p. + Appendices]

Part-time jobs represent an important source of income and work experience for teenagers still at school, but there is little reflection of this in Australian research literature on School to Work Transition, which tends to convey the impression that school and work are separate worlds which students, by definition, must bridge as child scholar becomes adult worker. Focusing on students and staff at Stirling College (an ACT Secondary College for Years 11-12), this thesis sets out to examine teacher and student perspectives on school and work, to explore the relationship between school and part-time work and to assess the effect of part-time work on occupational destinations.

Chapter 1 discusses the reasons and purposes of the study and outlines the character of the College serving students from an essentially middle-class background with, in general, high occupational aspirations. An initial survey of all students at the College in 1981 indicated that 304 (65 per cent) had had part-time work experience. In 1982, a random sample of 24 students with part-time jobs and 7 without was interviewed by the researcher and four student interviewers.

Chapters 2 and 3 incorporate the results of the surveys, interviews and some case studies. Chapter 2, written from the perspective of the researcher as participant-observer, focuses on the aims of education in general and of the College in particular, covering the frequent tensions between stated aims and actual practice; student aspirations and outcomes and the effect of part-time work on these; teacher attitudes to and knowledge of work and its relationship with education. Chapter 3 reports the experiences of students in part-time work; job seeking, kinds of jobs, reasons for working and attitudes to the jobs. The experiences and views of some students are presented in some detail and often in their own words.

Chapter 4 analyses the findings. It notes the increasing education participation rates paralleling a decline in job opportunities for young people which are reflected in increased pressure for credentials. Teachers see the 'world of work' and the 'world of the classroom' as distinct and separate. The College sees and evaluates achievement within a very narrow teacher-pupil context where work is school-work and the student's potential outside this is either unknown or considered irrelevant. The students themselves recognise that part-time work is mostly dead-end and experience in these jobs raises their occupational aspirations. This, in turn, gives them a deliberate and mercenary appreciation of the value of education credentials: grades, like wages, become the main objective. In the process, there is a debasement of both education and work. The study urges the integration of school and work; the fusion of theory and practice in a way that allows educators to participate in their students' initial entry into the world of work - and not merely in artificially organised work experience programs.

* *Stirling College, A.C.T.*

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O'NEIL, Michael, Anne BOSIO and Derrick HARRISON 84/AB: 248

School Students and Work - Part Two. Adelaide, S.A.: Youth Bureau, Department of Labour, 1982 [98p.]

This is the final report of a longitudinal study (reported previously in Abstracts B67,101) designed to assess the extent of labour force participation of students still at school, the nature of such participation and numbers of students who would have preferred to be in the labour force full-time if employment opportunities were available. Chapter 1 outlines the study and the major findings of the first report (see B101). In Chapter 2, the methodology of this follow-up study in May 1981 is described, indicating a very high response rate of 83 per cent to the posted questionnaire. Chapters 3-5 report on the post-school experiences of school leavers who were working at the time of the follow-up survey, of those unemployed at the time of the survey and of those not in the labour force. Chapter 6 outlines the labour force status of school stayers and, in doing so, replicates and validates the first report on school students' participation in the labour force. The final Chapter 7 briefly summarises the findings and indicates some of the major issues.

Some 44 per cent of the school leavers in employment at the time of the survey went straight from school to their current jobs, many of these being the part-time jobs they had held at school. Some 31 per cent of these were working less than 25 hours per week and earning less than $75 per week. Most of this group were combining part-time work with part-time study. Job mobility was mainly associated with part-time work: leaving one part-time job for another. Forty-five per cent of those employed had had some experience of unemployment.

At the time of the follow-up survey, 22 per cent of school leavers were unemployed (25.4 per cent for females; 18.5 per cent for males). Some 71 per cent of them had not been successful in finding any job and had already experienced more than 20 weeks of unemployment, largely because of lack of jobs. Some 29 per cent of the unemployed group were studying part-time, mainly in TAFE or at business colleges.

Many of the original (October 1980) sample had returned to school. Some 32 per cent of those at school in May indicated they would leave school if first able to secure employment. Of the students at school, some 43 per cent were also in the labour force, employed mainly in marginal occupations for a few hours a week in wholesale/retail trades. Over 60 per cent of students worked 8 hours or less a week (mainly on Saturday mornings and on late shopping nights), most of them earning between $6 and $25 a week. The report suggests a number of educational and labour market issues which arise from the study, including the need for schools to give students a broader perspective and understanding of work and for governmental authorities to take educational and industrial action on exploitation of young workers.

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STRICKER, Peter 84/AB: 249

The Labour Market and Education Activities of Victorian 15-19 Year Olds. Working Paper. Melbourne, Victoria: Victorian Institute of Secondary Education, July 1984 [22p.]

The complex array of activities undertaken by young people represents an important, but not always appreciated, feature of the youth labour market. Youth unemployment needs to be viewed in the context of the full range of educational and labour market activities pursued by young people. This Working Paper is intended as a contribution towards a clearer and more comprehensive picture of teenage activities than has been available from ABS data on the joint school/labour force situation of teenagers, which are compiled on a restrictive definition of school and which exclude persons enrolled in post-secondary and other educational institutions. This paper presents data cross-classifying labour force status with involvement in a broad range of educational institutions.

The paper points out that, at any time, a significant proportion of young peple are not in the labour market (employed or unemployed) but instead are in school or other educational institutions. On the premise that education and/or employment are accepted as 'satisfactory' activities of young people, the paper argues that using a conventional labour force denominator to determine rates of youth unemployment is too narrow. For young people, unemployment rates expressed as a proportion of the teenage labour force are misleading and point to a worse picture of the situation facing youth than is justified having regard to the importance of educational involvement for young people. The 'satisfactory' group for teenagers includes those in school as well as those in work. Thus unemployment rates for teenagers (as distinct from other groups) should be calculated as a ratio of those in the labour force plus those in educational institutions, who in a relevant sense may be seen to be just as satisfactorily occupied as those in the labour force.

The paper presents Victorian data (derived from a special tabulation of ABS Transition from Education to Work data [Cat.No. 6227.0]), identifying the number of teenagers in the various educational and labour market situations. A matrix indicates the possible situations of teenagers ranging from full-time employment without education participation to full-time education without labour force participation. Education participation includes not only schools but also universities, CAEs, TAFE and other institutions. The analysis is presented for May 1981 and May 1983, showing males, females and persons in terms of numbers and of the apportionment (in per cent) of the relevant gender population among the various joint classifications. The paper also uses the comparisons between 1981 and 1983 data to indicate changes that have occurred. Among these are increases in full-time education participation with a corresponding decline in part-time education; increases in unemployment for those not attending any education institution; a rise in the number of males participating in neither education nor the labour force from 700 to 4,500 and of females, from 6,700 to 8,700.

In conclusion, the paper argues that education as a non-labour market activity needs to be placed on a more equal footing with work, in which case the incidence of youth unemployment is much lower than is often believed. The traditional method of calculating unemployment rates

indicates a youth unemployment rate in Victoria in May 1983 of 23.7 per cent. If, however, the activity profile approach is taken, the proportion of young people neither in work nor in education, as a proportion of the total age cohort, is 13.3 per cent, of whom not all can be classified as job seekers. The proportion who are neither in work nor in education and who can be classified as job seekers is 9.4 per cent of the total age cohort. The article cautions that this approach in no way suggests that young people are adequately catered for in the labour market or in education, but it does ensure that the activities of young people in education and labour market participation are placed in perspective.

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NSW. EDUCATION COMMISSION OF NSW (Chairman: R.W. Rawlinson) 84/AB: 250

Listening and Responding. A Review of Education in Rural New South Wales. Sydney, NSW: Education Commission of NSW, 1984 [89p.]

This is the report of a two-year review of educational needs and provisions in rural areas of NSW by a Working Party of the Commission. The report incorporates information gathered widely throughout the State by questionnaires, submissions and consultations and makes detailed recommendations based on four main principles: that there are differences between rural and urban areas; that community participation is important; that better use of resources will come through co-operation and co-ordination.

Chapter 1 looks at the concept of 'rural' and some of the issues peculiar to a rural area: the relationships between distance, isolation and educational disadvantage and between population changes and the allocation of educational resources, together with the availability of employment and education. It points out that differences between rural areas and rural situations means that the degree of disadvantage varies widely, influenced by four main factors which have to be taken into account in assessing needs. These are: type of rural situation (isolated, scattered); dominant social influences (opportunities for employment); opportunities for involvement in decision-making affecting one's community; scale of educational services available. Appendix 3 outlines a model which sets out these factors as a basis for analysis of issues.

Chapter 2 focuses on schools, noting issues of concern such as the importance of the school as access to education and as a centre for community activity; isolated students; adequacy of subject choice; co-ordination of services. The chapter briefly describes existing education services at pre-school, infants, primary and secondary levels and then discusses issues involved in access to services and curriculum. The range of post-school education provision is similarly described in Chapter 3, which goes on to discuss the issues of funding, courses and access, emphasising also the importance of adult education services.

Chapters 4-7 deal with broader as well as more fundamental issues which cut across the sectors of education. The central importance of co-ordination of services and of community participation is considered in some detail in Chapter 4, which outlines existing arrangements and identifies areas and methods for improvement. In Chapter 5, the issues of equality and access are discussed, covering special areas of disadvantage such as isolation and the provisions for groups with special needs (Aborigines, handicapped persons, itinerants, persons of non-English speaking backgrounds, school leavers and unemployment, women). The implications for staffing are considered in Chapter 6, including issues such as staff turnover, pre-service training and professional development, transfers and promotion, housing. Chapter 7 looks at some of the changes which technology is likely to bring to rural populations and to education. Chapter 8 lists the recommendations which have been made throughout the previous chapters. Ten appendices provide background information about the review and its operations.

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ANDREWS, Morven 84/AB: 2510

Rural Education Information Service

INSTITUTION Research Branch, Education Department of Tasmania

FUNDING Commonwealth Schools Commission: Project of National Significance

TIME 1983-1984: establishment; thereafter expansion, up-dating

PLACE National: Located in Tasmania

The aim of the project is to establish and maintain a system of collecting and analysing demographic, social, economic and educational information relating to education in rural areas of Australia. The computerised information will assist the Schools Commission to further develop its policies for the Country Areas Program, but will also be available to State education systems and other interested parties in most Australian centres.

Demographic, educational, economic and employment data will be extracted from the 1981 Census for all rural LGA's and Collectors' Districts throughout Australia. This information will be transferred to a computerised data base that will be maintained by the Elizabeth Computer Centre in Hobart and linked in to the national CSIRONET system to enable Australia-wide access. Other sources of data will be canvassed and added to the data base where applicable. Where information is not readily available (e.g. detailed educational data), surveys will be conducted to obtain relevant data. Literature reviews will be produced on various aspects of rural education either in response to requests or as background material to special surveys.

DOCUMENTATION

Reports on designated areas or aspects of rural education will be provided to users of the Information Service on request. Short literature reviews and the results of surveys on particular issues will be produced from time to time. One review entitled Rural Education: The Tasmanian Situation has been produced to date. Other publications that will be produced in the near future include a publicity brochure on the Service and a manual for users of the data base.

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MEADE, Phil 84/AB: 252

Comparative Educational Experiences of Students of Non-English Speaking Migrant Origin and Students of English-speaking Origin. Brisbane, Queensland: Brisbane CAE (Kelvin Grove), 1984 [132p.:$6.75]

This is a further report on studies previously described in these Abstracts (837, 83/AB:30, 120). The studies used questionnaires and interviews to gather data from students, parents and teachers. The first study involved 3,043 students from Years 9-12 in metropolitan Sydney high schools during 1974-78; the second involved 1,059 Queensland secondary students in Years 10-12 during 1979-81. Details of the samples and methodology of the studies are given in Chapter 1. This monograph presents the findings on perceptions, experiences and school performance of the two groups of migrant students: those of non-English speaking origins (NES) and those from English-speaking countries (ES).

Chapter 2 analyses the family and social experiences of children in the samples to provide information on some of the social factors which might account for differences. Chapter 3 records parents' perceptions of schooling, covering desires for involvement; comments on teachers and on P & C Associations (Parents and Citizens); contact with school personnel. Students' perceptions of schooling, attitudes to teachers and reasons for leaving school are discussed in Chapter 4. The educational and occupational aspirations of students and the various influences on these of teachers, parents, peers and other factors are covered in Chapter 5. Chapter 6 discusses accreditation and school performance and follows up with discussion of the characteristics of students with different accreditation levels. The final Chapter 8 presents some of the main findings and discusses their implications. In each chapter, the findings are amply illustrated with case study material from individuals interviewed.

The analysis found little evidence that schools contributed in any way to the breaking down of social barriers which tend to isolate some migrant groups. There was a high retention rate of ethnic language use in NES migrant homes. Most parents in both Sydney and Queensland surveys believed that education is important for success in later life and were vitally concerned about their own children's school success, yet they were not involved and did not wish to be involved in education. In general, parents did not think they were capable of making a contribution to education, and some felt language to be a barrier. They did, however, wish to make contact with their children's teachers in order to maximise educational opportunities.

Students from NES backgrounds tended to hold slightly more favourable attitudes to education than did other migrant students, but both groups felt the lack of career information from schools and the NES group were particularly disadvantaged through parents' language difficulties and lack of contacts. Many NES origin parents wanted their children to achieve a higher status in life and occupation than they themselves had achieved. In the Sydney study 80 per cent of Greek children aspired to complete the Higher School Certificate; in Queensland 100 per cent of Indo-Chinese aspired to complete the Senior year.

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WHEATLEY, Alan (Co-ordinator) 84/AB: 2530

Returning to Secondary Studies

INSTITUTION Victorian Institute of Secondary Education

DATES February - August 1984

PLACE Victoria

This study is in two phases. Phase 1 (February-March 1984) is an exploratory study to gain a broader understanding of the qualitative issues associated with returning to secondary study. It is directed initially to gaining a fuller appreciation of the situation of returning students and the institutional response to their needs. Phase 2 (April-August 1984) examines the difficulties faced by secondary schools in attempting to integrate returning students into normal day classes; it examines ways in which some schools have attracted and successfully integrated returning students, and explores the nature of the learning experiences and environments conducive to the nurturing of returning students.

Phase 1 has involved 13 staff members and 20 students from ten institutions catering for adults returning to secondary study. In Phase 2, interviews are being conducted in five Victorian high schools (4 metropolitan, 1 country) with 22 teachers individually; with 27 returned students usually in groups of 3-8; with 18 Year 12 students in groups of 2-4.

An interim report on Phase 1 of the project has been compiled, which shows that returning students are in two main categories, each with different motivations and needs. One group comprises young adults who left school within the last 3 or 4 years and are returning with clear intentions of gaining educational qualification for employment or career purposes. The second group comprises mainly married women over 25 years for whom the experience means an increase in self-esteem and a rediscovery of neglected capacities rather than the gaining of educational qualification. What those interviewed in the project saw as important in meeting needs of returning students included counselling, flexibility of timetabling, appropriate social and study facilities and an informal atmosphere.

The paper goes on to review briefly what few studies are available on adults returning to secondary education and then identifies several issues arising from the exploratory study.

DOCUMENTATION

- Interim Project Report ASGR/84/8.1 (8p.: mimeo]
- Further occasional papers.

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COVENTRY, Garry, Greg CORNISH and Barbara CRAMER 84/AB: 254

Student Perspectives on Truancy. A Students-as-Researchers Project. Melbourne, Victoria: Research Section, Victorian Institute of Secondary Education (VISE), April 1984 [123p.]

This is a first report produced from an extensive study of truant behaviour undertaken by VISE during 1983 with funding from the Criminology Research Council in Canberra. The major objectives of the study were to provide a description of the incidence, distribution and pattern of truant behaviour across the secondary school years; to identify school and student variables which account for observed changes in levels and patterns of involvement in truant behaviour across time; to examine the relationship between characteristics of truants and official school responses to truancy; to examine the relationship between truant behaviour and involvement in delinquent and criminal behaviour; to examine the relationship between truant behaviour and post-compulsory schooling experiences. The study was undertaken in two parts: a survey questionnaire distributed to 2,400 students in 25 secondary schools in Victoria; case studies involving teams of students from eight schools (six metropolitan, one provincial and one in a rural town). The teams of students, comprising between 2 and 7 members, were drawn from Years 9-11, most being from Year 10. Each team included students who were regarded by the school as having a history of truancy. The training and assistance provided for the students are outlined in the introduction to this report.

The report itself comprises six case studies, each written by the responsible team of student researchers and covering different types of schools and different geographical areas. Questionnaires and interviews were used to collect the information reported in the studies. The data are presented in different ways in each study. A concluding section identifies and discusses some of the issues arising from the use of students in action research/participative projects of this kind. An overview of the findings of the case studies is given as part of the introductory section.

The studies indicated that between 50 per cent and 70 per cent of the school students responding to questionnaires had 'wagged' school. Reasons for wagging were most frequently lack of interest in subjects, boredom, dislike of teachers, pressures of school work. There was a tendency for truancy to increase as students got older.

A summary of the recommendations made by the student teams in their case studies is listed before the case study reports and arranged in categories relating to school practices, curriculum, administration and amusement parlours.

These case studies are seen as not only contributing to understanding of the nature and problem of truancy, but also as clear evidence of the capacity of young people to take on what some (adults) see as a specialist adult task and to do it well.

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. CAREY, Sue Ellen 84/AB: 255

Educational Options for Teenage Mothers. Report to the Teenage Mothers Working Party. Adelaide, S.A.: Department of Education and the Catholic Education Office, September 1983 [102p.]

. S.A. TEENAGE MOTHERS WORKING PARTY

Report to the Director-General of Education. Final Report. Adelaide, S.A.: Department of Education, October 1983 [20p.]

The Teenage Mothers Working Party was established by the Director-General of Education in 1981 to examine the educational options of pregnant and post-partum teenagers. The research project by Carey was funded by the Schools Commission to provide basic information for the Working Party to develop options and policies.

Using questionnaires and interviews, the research study collected information from a wide range of institutions and individuals including high schools, social workers and regional attendance officers. Detailed interviews with 18 teenage mothers and 7 pregnant girls provided ample case study material. Chapter 2 of the report outlines the methodology; Chapter 3 describes the case study results. The discussion of issues in Chapter 4 is then summarised in Chapter 5 with suggestions for action.

The research indicates that, though pregnancy occurs fairly evenly across social class, girls from higher socio-economic groups, who tend to have strong educational and occupational aspirations, terminate pregnancies more frequently than others. Between 400 and 500 children are born each year in South Australia to mothers 17 years and under. Very few are given for adoption. The mothers are generally girls with low self-esteem, poor academic records and no goals or expectations beyond motherhood. They are generally early school leavers who become pregnant after leaving school or students who cut their ties with school on becoming pregnant. Education has few attractions for them and their interests become focused on motherhood and their babies. For many there had been no knowledge of or adequate information available on contraception. The report discusses and makes recommendations on the need for educational provision appropriate for these young girls as well as the community and other support services essential for their well-being and development.

On the basis of the research study, the Working Party in its final report emphasised the need for a co-ordinated interdepartmental approach to the problems of teenage mothers. It reports that, for teenage mothers, educational opportunities are unduly limited and stresses the responsibility of the Education Department and of the schools to help students come to terms with interpersonal relationships, sexuality and social skills. The implications of these concerns are discussed in terms of equality of educational outcomes, school programs, curriculum and structures and counselling. The report goes on to propose and discuss a number of educational options to meet the differing needs of teenage mothers. A final section in the report details the eight recommendations.

. See also DELIN, Jane, Educational Options for Teenage Mothers. In Youth Studies Bulletin, Vol. 3, No. ~, August 1984.

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VICTORIA. MINISTERIAL REVIEW OF EDUCATIONAL SERVICES FOR THE DISABLED (Chairman: M.K. Collins) 84/AB: 256

Integration in Victorian Education. Report. Melbourne, Victoria: Department of Education, February 1984 [236p.]

This Review was established in August 1982 to consider current practices within the Education Department for the provision of educational services to the disabled and to recommend changes to make the services more effective. Four Working Parties were established covering Rights and Legislation, Normalisation, Structures and Decision-Making, Parent and Community Education. Submissions were invited and consultations undertaken throughout the State.

Chapter 2 of the report sets out a new interpretation of a policy of integration in terms of two processes: **increasing** the participation of children with impairments and disabilities in the education programs and social life of regular schools in which their peers without disabilities participate; **maintaining** the participation of all children in the educational programs and social life of regular schools. In other words, the aims are to get children into regular schools and support them adequately when they are there with additional services where necessary. The implications of these aims for systems and schools are discussed and five guiding principles identified as the basis of the report: the right of every child to be educated in a regular school; non-categorisation so that services required are assessed on the needs of the individual rather than the category of disability; school-based resources and services; collaborative decision-making processes; the recognition that all children can learn and be taught.

A general overview in Chapter 3 of current structures for the provision of education for children with impairments, disabilities or problems in schooling indicates these to be complex, ambiguous and changing; fragmented between Commonwealth and State and between public (which depends on private financing) and private (which is publicly subsidised). There are gaps between stated policies on integration and actual policies; a lack of accountability (financial and executive); a lack of data and information on services; a lack of clear concepts and appropriate guiding principles.

Chapter 4 deals in detail with current practices and provisions, reviewing provisions for students in segregated settings; staffing in primary and special schools; dependence on charity; responsibility for decision-making; support services and withdrawal classes for children in regular schools. Chapter 5 discusses problems in providing a data-base for making informed decisions on educational services and finds available data to be often ill-based, unreliable, conflicting and questionable.

Present divisions of responsibility are considered in Chapter 6 along with questions of who should have responsibility and the need for co-ordination. The integral role of regular classroom teachers is discussed in Chapter 7 and the importance of teacher, parent and community education in Chapter 8. Chapter 9 makes recommendations on Education Department structures and processes based on policies of genuine integration. Recurrent and capital funding issues and levels are dealt with in Chapter

10 and necessary changes in legislation in Chapter 11. The final Chapter 12 lists the detailed recommendations which have been made throughout the report.

. See also MINISTER OF EDUCATION. Memorandum to Presidents of School Councils, Principals and staff of all schools, Regional Directors of Education: Initial Response to Recommendations arising from the Report of the Ministerial Review of Educational Services for the Disabled, June 1984 [16p.: mimeo]

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ANDREWS, Bob* 84/AB: 257

Further Education for Intellectually Handicapped Students. In Australian Rehabilitation Review (Disability Advisory Council of Australia), Vol. 7, No. 4, 1983

Considerable progress has been made in the provision of schooling for intellectually handicapped children; but in a period when attention is being focused on the educational options which should be available to students in post-compulsory education, the needs of and equal opportunities for intellectually handicapped students should also be considered and provided for.

Most handicapped adolescents leave school at age 15-16, yet other students have opportunity to continue in education or training well beyond this age. Those who complete a medical degree, for example, are provided with 8 years post-compulsory education at a community cost of $60,000-$70,000 for each individual. The provision for handicapped adolescents, especially in terms of adult living skills and vocational training is much more restricted than it is for other students. There are strong arguments in favour of the extension of schooling for all handicapped children even to age 20-21, provided they are not expected to continue in the same child-oriented educational location. The article suggests a number of alternative approaches such as work preparation centres and projects like the Launceston Student Workshop which helps students to move into employment. The work preparation model in particular has advantages. The Australian pattern is to transfer intellectually handicapped students from schooling to sheltered workshops or activity therapy centres. In both cases, there are weaknesses and deficiencies which need to be addressed.

The second section of the article discusses the need for opportunities to be made available to handicapped students in the TAFE provisions of further education, including link and bridging courses; [illegible] pre-vocational courses; specially designed courses; outreach provisions. The range of curricular components available in such courses should include: social skills/competence; basic literacy and numeracy; non-verbal communication; handling finance; personal and social development; pre-vocational and vocational instruction; occupational and leisure skills. These should be complemented with adequate counselling and work/employment experience.

* *Commissioner, Commonwealth Schools Commission*

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AUSTRALIA. COMMONWEALTH SCHOOLS COMMISSION. WORKING PARTY ON THE EDUCATION OF GIRLS 84/AB: 258

Girls and Tomorrow: The Challenge for Schools. Canberra: Commonwealth Schools Commission, July 1984 [51p.]

Girls, School and Society, the 1975 report of a study group set up by the Schools Commission to inquire into the educational needs of girls and women, was a first expression of a growing concern about the lack of equality for girls in educational opportunities and outcomes. This recent report by a Working Party established by the Schools Commission in 1981 reviews developments since 1975 and makes recommendations on action to devise a national policy which will promote greater equality of educational opportunity. The report draws on the views of participants in a national seminar convened in October 1982 to consider four major issues in the education of girls: schooling processes and structures; curriculum; science, mathematics and technology; the implications of schooling for employment.

The first chapter reviews recent Australian research on girls' education and identifies areas where further research is needed. The discussion covers descriptive studies; studies focusing on the relationship between school and society; science and mathematics; explanatory research which attempts to account for sex differences; research on self-concept and self-esteem and on achievement and motivation; historical studies.

In Chapter 4, the patterns of school organisation which influence the choices and perceptions of girls are reviewed. Among aspects of these are sex-stereotyped allocation of duties among staff in schools; timetabling; the lack of female role models among senior staff and in subject areas such as science. In curriculum (Chapter 5) barriers to equality of opportunity include sex-stereotyped textbooks, traditional attitudes and approaches to the capacities and interests of girls, inadequate information for girls on post-school opportunities, differentiation in sport and physical education.

The final Chapter 6 considers the role of the teacher in reinforcing or reducing sex-stereotyping and educational inequality. The discussion covers patterns of classroom interaction, sex-differentiated presentation of subjects and access to space and resources; awareness; the potential of single-sex grouping as a form of affirmative action for girls. Five appendices provide further information about the Working Party and its operation. There is also a comprehensive bibliography.

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BONE, Ann 84/AB: 259

Girls and Girls Only Schools: A Review of the Evidence. Manchester, U.K.: Equal Opportunities Commission (Overseas House, Quay Street, Manchester M3 3HN), October 1983 [121p.]

In the context of current concern to provide equality of opportunity for girls, some of the debate has focused on the potential contribution of single sex schools to reducing sex stereotyping in curriculum choice and educational outcomes. Proponents of girls-only schooling commonly make two specific claims in support of their views: they argue that girls in girls-only schools feel freer to choose subjects to study and careers to follow which do not conform to a feminine stereotype and that they thus gain a wider field of future employment options; and they suggest that girls' schools help girls to achieve higher examination results. This research review investigates the evidence both for and against these claims, and examines the various features of single and mixed-sex schools which influence educational outcomes.

Part 1 discusses the issues and the context. It notes two distinct strands of enquiry: that concerned with the attainment of academic success and the educational qualifications needed by girls to compete in a technological world; that which focuses on the inter-relationships between girls, boys and teachers in mixed sex schools, the behaviours and attitudes which tend to reduce girls' concepts of their own worth and capacities. Chapter 2 reviews some early research on the issue and Chapter 3, outlining developments in schooling from 1965 to 1982, discusses the difficulties in making comparisons and emphasises the need for any valid assessment of academic success to take into full account the different levels of ability and the social and cultural factors which distinguish the girls who enter girls' schools from those attending mixed schools.

Part II draws on the available research to assess the evidence for the claims made for single-sex schooling, covering the ingredient of subject choice, the choices made by schools and by pupils and the outcome of influences on subject choice. Part III provides a similar overview on academic performance overall and in individual subjects such as mathematics and physics. Part IV is concerned with the school environment. It deals first with the influence of teachers as models, of teachers' attitudes, of classroom experiences and of pupil-teacher relationships. The second chapter discusses interactions between pupils. The third deals with particular issues such as pregnancy in schooling, the transmission of values and staying on at and enjoying school. Each part of the report has its own summary and an overview of the report and its conclusions is given as an introduction.

In general, the research reviewed in this report has found that the subject mixes taken by girls, their academic results and the responses of schools to their more personal needs have been conditioned far more by the type of school they attended (comprehensive, grammar, modern or independent) and the style of the school (traditional or not) than by whether their school was single-sexed or mixed. The repeated absence of a strong indication in favour of either a girls-only environment or a mixed environment through the great variety of research reviewed supports the conclusion that this aspect of schooling on its own has not been crucial.

It does appear, however, that girls look more favourably on male areas of study when they are educated with other girls, although this study has shown that girls' schools have not been notably active in encouraging girls to depart from stereotype - with the possible exception of girls' grammar schools. At the same time, girls appear to enjoy mixed schools more, and it may be that the segregation of boys and girls for specific purposes within mixed schools could offer a means of combining the best qualities of both single-sex and co-educational schools.

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STEEDMAN, Jane 84/AB: 260

Examination Results in Mixed and Single Sex Schools: Findings from the National Child Development Study. Manchester, U.K.: Equal Opportunities Commission (Quay Street, Manchester M3 3HN), October 1983 [37p.]

On average, the ability and social class background of pupils entering mixed schools have tended to differ from those of pupils going into single sex schools. It is therefore difficult, as Ann Bone has pointed out (84/AB:259), to draw reasonable comparisons between the achievement of girls and of boys leaving each kind of secondary school. This report draws on an existing longitudinal data base, the National Child Development Study (NCDS) and summarises a four-month study funded by the Equal Opportunities Commission and conducted by the National Children's Bureau. The aim of the study was to build on existing information from NCDS data about examination results and performance in specific subjects and to look for the first time at the overall picture of examination results in combinations of subjects.

Sections 2-4 of the report summarise the three aspects of the study: clarifying what is meant by secondary school progress; establishing the effects attributable to the selective or non-selective character of schools; devising fairly tightly controlled examination measures based on performance across a combination of 'core' subjects. Thus Section 2 discusses the intake to mixed and single sex secondary schools; types of secondary schools are dealt with in Section 3 and Section 4 covers the examination measures used. The results are presented in Section 5 and the conclusions discussed in Section 6.

Overall, the report indicates that most differences between examination results in mixed and single sex schools are markedly reduced once differences in initial attainment and in home background are allowed for. Sex differences were slight and inconclusive in mathematics and English; results in French were enhanced for both boys and girls in single sex schools. There is no clear implication in the results for or against single sex teaching in other subjects. Despite an apparently higher 'general educational level', among girls in girls schools, it did not seem that the comparatively lower performance in physics and chemistry by girls was substantially offset by being in a girls' school. Sex differences, beyond those existing at eleven, developed in segregated schools as they did in mixed schools.

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VICKERS, Margaret* 84/AB: 261

The Culture of our High Schools and Its Impact on Girls. Paper presented at ANZAAS Conference, Canberra, May 1984. Canberra: Department of Education and Youth Affairs, May 1984 [11p.: mimeo]

There is a growing concern about the disadvantage which girls may suffer in co-educational schools in terms of academic performance and subject choice. This paper briefly reviews research which has indicated aspects of such disadvantage in the take-up by girls of university places, in few opportunities for apprenticeships, in choice of courses and subjects. Among the aspects of the high school culture which reinforce passivity, dependence and restricted ambition among girls and confirm male dominance and female inferiority are: the small numbers of women in senior positions; decisions about what is taught and to whom; the disproportionate share of teacher attention given to boys in mixed classes. However, before arguments can be accepted in favour of single sex schools, it would be necessary to recognise differences in school type and social composition of pupils which make comparisons difficult between single sex and co-educational schools.

The main part of the paper is concerned with the way in which gender relativities are recreated through the informal life of the peer group.The discussion is based on a case study of the way relational patterns developed over three consecutive years in one classroom group in a Victorian country town. The friendship grouping, attitudes and school experiences of the group are described in some detail in order to illustrate how socially structured differences among girls arise from their different responses to the experience of schooling and to emphasise the difficulty of generalising about them as an homogeneous group. In conclusion, the paper makes the point that while attempts to raise and broaden girls' aspirations and promote their entry to professional and technical careers are important, they also have their dangers in that they encourdage girls to succeed within the existing competitive structures. To further accentuate competition and hierarchy would be counterproductive for both sexes and for the society at a time when schools should be attempting to cater for the needs of the full range of students.

* *Office of Youth Affairs, Department of Education and Youth Affairs Canberra.*

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RYAN, Susan and Gareth EVANS 84/AB: 262

Affirmative Action for Women. Vol. 1: A Policy Discussion Paper; Vol. 2: Appendices. Canberra: AGPS, 1984 [56p.; 65p.]

The Policy Discussion paper begins with an affirmation of the Government's commitment to providing opportunity for women who wish to enter the labour market to participate fully in employment without discrimination or disadvantage. This paper sets out the Government's proposals for achieving equal opportunities for women in employment by means of Affirmative Action Programs. Affirmative Action is defined as a systematic means, determined by the employer in consultation with senior management, employees and unions of achieving equal employment opportunity (EEO) for women. Such action is quite compatible with selection on merit and does not mean giving preference to women over better qualified men. It does mean that men may expect to face stiffer competition for jobs.

Chapter 1, discussing what is meant by Affirmative Action, covers its goals and objectives; why such positive action is necessary and desirable; the benefits of such programs for employers, organisations, employees and unions. The need for Affirmative Action is demonstrated in Chapter 2 which provides an overview of the disadvantaged position of women in the Australian labour market, indicating that while women's labour force participation has increased significantly since 1947, their status, position and earnings have improved very slowly, if at all. Chapter 3 describes the various labour market, education and other programs which are attempting to improve the situation of women. The four broad steps for the development and implementation of an Affirmative Action Program are detailed and discussed in Chapter 4, and Chapter 5 provides a summary of the Government's proposals in five main areas: the adoption of Affirmative Action Programs; a Voluntary Pilot Program involving a number of employers; a Working Party on Affirmative Action to be chaired by Senator Ryan; the establishment of an Affirmative Action Resource Unit in the Office of the Status of Women within the Department of the Prime Minister and Cabinet; some tentative views and proposals for legislation.

In Vol. 2, Appendix I sets out Guidelines for Employers to provide equal opportunities for women. Appendix 2 is a statistical study of women in the Australian labour market, which provides the detailed information on which Chapter 2 of the Discussion paper is based. It provides considerable detail on women's earnings, participation in full and part-time work and industrial and occupational segregation. Appendix 4 lists the grounds and areas covered by existing and proposed anti-discrimination legislation in Australia and briefly discusses direct and indirect discrimination.

. See also Hansard. House of Representatives, 5 June 1984. Paper and Ministerial Statement on Affirmative Action for Women.

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CHAPMAN, Bruce J. 84/AB: 263

Affirmative Action for Women: Economic Issues. Discussion Paper No. 97. Canberra: Centre for Economic Policy Research, Australian National University, June 1984 [30p.]

This paper, prepared for the Australian Financial Review Seminar on Affirmative Action, analyses two claims made in the Government's Discussion Paper on Affirmative Action (84/AB: 262): that the contemporary Australian economy is characterised by impediments to equal employment opportunity; that Government legislation of the type proposed in the document is necessary to remove these impediments within a satisfactory period. Section I of the paper acknowledges that, on average compared with men, women have low wages, low status jobs, poorer promotion prospects, higher unemployment rates and greater numbers of discouraged workers withdrawing from the labour market. These unequal outcomes, however, do not **necessarily** reflect disparate opportunities, but may be due to other factors such as experience or education. Any assessment of sex differentials in outcomes must therefore hold constant measurable skills. The so-called 'residual' research approach to wage determination uses a standard regression technique to control for productivity-determining characteristics such as experience and education. This kind of research leaves no doubt that women's earnings are in fact on average lower than men's earnings.

Making the point that levels of earnings and/or distribution are closely related, the paper examines in some detail the historical and social reasons for women's disadvantage. It finds causes in historical attitudes which assumed men to be family breadwinners and therefore in greater need than (presumably single) women. Similar social forces influence employer hiring and promotion decisions which are often based on misconceptions about sex differences in labour turnover, employment commitment and innate abilities. Attitudes and actions become self re-inforcing.

Section II considers the appropriateness of the Affirmative Action proposed in the Discussion Paper. Essentially, the proposals are directed to changing employer attitudes to and perceptions of the job potential of women as well as influencing indirectly women's own concepts of their capacities and opportunities. If it is accepted that some part of the disparate employment opportunities are a consequence of misconceptions among employers and sex role stereotyping generally, then the action proposed in the Discussion Paper can be seen as appropriate. In particular, the Voluntary Pilot Program will generate information on costs and benefits through the process of 'learning-by-doing' and indicate the types of legislative reforms which may be necessary.

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RICHARDSON, Sue 84/AB: 264

The Economics of Affirmative Action: Fairness and Effectiveness. Paper prepared for the Australian Financial Review Seminar on Affirmative Action, Melbourne, June 1984. Adelaide, S.A.: University of Adelaide, 1984 [9p.: mimeo]

The present disadvantage of women in the labour force has its origins in social attitudes which influenced wage decisions, the distribution of employment and employers' conceptions of women's capacities and roles. Discrimination against women resulting in less favourable opportunities than are available to men is reflected in a range of areas such as wages; non-wage benefits (job security, superannuation, etc.); opportunities for promotion and further training. More fundamental barriers are to be found in social attitudes and domestic responsibilities and arrangements. Social attitudes in turn are reflected in employer and employee assumptions and practices.

The paper lists some areas of female disadvantage in earnings and conditions - a disadvantage which persists even when factors such as education and experience are controlled for. Thus, women have lower hourly wages than men, more restricted job opportunities, less opportunity for employer based training. They also suffer from employer perceptions that women are more likely to leave jobs than are men. The paper makes the point that people (not just women) are more likely to leave jobs which are lower paid and offer neither training nor security. It so happens that these kinds of jobs are often held by women. Employers also tend to over-estimate female job turnover and underestimate male job turnover.

The paper goes on to discuss the role of Affirmative Action in removing current discrimination and redressing some of the legacy of past discrimination still to be seen in sex stereotyped attitudes and practices. Some of the barriers to women's opportunities will be eroded by time. Affirmative Action may hasten the process, though the degree of success to be expected is still unclear. U.S. experience indicates that it may be easier to remove current forms of discrimination than to compensate for past discrimination.

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AUSTRALIA. DEPARTMENT OF EDUCATION AND YOUTH AFFAIRS 84/AB: 265

Report for 1983. Canberra: AGPS, 1984 [94p.]

Chapter 1 of this detailed report provides an overview of the new responsibilities of the Department, which now embraces Youth Affairs as well as Education, and sets out the objectives of the Department among which are: to work towards national goals in education; to promote quality in education provision and equality of educational opportunity. Chapters 2-10 cover the Department's responsibilities and activities in the various programs of financial assistance to students; education and Aborigines; language education; youth affairs; research and planning; ACT education; State and Territorial Offices; international relations in education; management. Eight appendices provide further information on such aspects as Commonwealth expenditure on education, staff, committees and publications. A chart at the beginning of the report sets out the top structure of the Department indicating names of office holders, relationships of positions and responsibilities.

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AUSTRALIA. COMMONWEALTH SCHOOLS COMMISSION 84/AB: 266

. 1983 Annual Report. Canberra: Commonwealth Schools Commission, May 1984 [42p.]

. Program Guidelines 1984. Canberra: Commonwealth Schools Commission, April 1984 [60p.]

The 1983 Annual Report of the Schools Commission is the second such report. It presents details of the organisation and operation of the Commission.

The Program Guidelines set out the administrative and policy guidelines for programs for 1984, covering General Recurrent Grants, Capital Grants, Participation and Equity, Disadvantaged Schools, English as a Second Language, Multicultural Education, Computer Education, Professional Development, Country Areas and Projects of National Significance.

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AUSTRALIA. CURRICULUM DEVELOPMENT CENTRE 84/AB: 267

CDC Annual Report 1982-83. Canberra: CDC, May 1984 [34p.]

This report reviews general activities of the Centre in 1982-83 and provides outlines of programs in Aboriginal Education, International/ Inter-cultural Education, Multi-cultural Education, Social/Cultural Education, Language Development Project, Mathematics Education and Curriculum Evaluation and Development. Section 3 sets out financial statements and three appendices provide information on publications, ministerial powers and the membership of the CDC Council.

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AUSTRALIAN EDUCATION COUNCIL (AEC) 84/AB: 268

First Annual Report of the Australian Education Council.

The Australian Education Council, established in 1936, is the Ministerial Council of Commonwealth, State and Territory Ministries of Education in Australia. While no recommendations or decisions are binding on members, the Council, operating by consensus, exercises considerable influence on the development of educational policy in Australia. It is the only educational organisation whose membership represents the constitutional authorities responsible for policy making in the field of education and whose concern extends to all aspects of education.

This first report of the Council outlines its structure, functions and methods of operation; its activities during 1983 and its links with other organisations. The main section of the report provides an overview of educational developments in the States and the Commonwealth during 1983.

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AUSTRALIA. COMMONWEALTH DEPARTMENT OF EDUCATION. STATISTICS UNIT 84/AB: 269

Projections of School Enrolments and Projection Method. Statistical Monograph No. 2. Eighth Edition. Canberra: Statistics Unit, Department of Education and Youth Affairs, August 1984 [15p.]

This monograph is part of a series of three produced annually (see 83/AB:29). This Monograph No.2 provides a detailed description of the method used to obtain the school enrolment projections which are contained in the Tables in Appendix 1. Projections are made for the period 1984-88 of primary and secondary enrolments in government schools and in non-government schools in the States/Territories and in Australia as a whole. Projections to 1994 are also made for all schools.

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SECTION C

PROGRAMS

Proposals, Reports, Evaluation

AA/C: 96 - 134

AUSTRALIA. COMMONWEALTH SCHOOLS COMMISSION 84/C: 96

Better Schooling: A National Project in Action. Report of a special project of the Commonwealth Schools Commission, and State and Territory school authorities, on Choice and Diversity in Government Schooling with findings pertinent to new and existing special projects. Canberra: Commonwealth Schools Commission, April 1984 [28p.]

This report is a summary of the experiences of the Choice and Diversity Project which began in the mid-1970s with the object of improving schooling by increasing choice and diversity in government schools. The experiences of this program should be valuable to the implementation of the Participation and Equity Program (PEP). There were a number of problems in the early stages. The name of the project, while indicating the general focus, was open to a range of interpretations including freedom of choice, provision for the gifted, academic competition, student choice, parental involvement, school-based decision-making and alternative schooling. In the context of the State Aid debate and 'freedom to choose' between government and non-government schools, the Schools Commission triennial report for 1979-81 promoted the idea of increased choice within government schooling. A structure of broadly representative committees in the States/Territories and at national level was set up and the difficult process of concept clarification followed, resulting eventually in some general acceptance of concepts and definitions but leaving some continuing dilemmas. Chapter 2 outlines these developments and the problems associated with establishment of a new program.

The experience of the project indicates that effective choice in schooling requires not simply a formal diversity of options. It requires a participatory process in which students, parents, teachers and administrators all contribute to produce a curriculum which attracts wide commitment. Chapter 3 discusses the difficulties in the way of establishing such a process. Chapter 4 deals with the structures and organisation of schooling to produce effective choice, covering choice between schools and within schools; co-operation between schools; clusters and extra-organisational arrangements.

Finally, Chapter 5 summarises the requirements for effective change, noting particularly the understanding, acceptance and support of the school staff as an essential basis. Beyond this is the need for adequate resources (human and financial), comprehensive review of programs and fully representative structures with full responsibility for creating/accepting and developing the agenda. The chapter also discusses the various elements in an exploratory program and roles and relationships in National Projects between States and Commonwealth and between steering committees and schools. An Appendix to the report lists the publications which have been produced in each State/Territory as a result of the project. Throughout the report, the relevance of this project experience to PEP is emphasised.

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AUSTRALIA. COMMONWEALTH SCHOOLS COMMISSION 84/C: 97

Diversity, Choice and the School Curriculum. Discussion Paper No. 5. Choice and Diversity in Government Schooling. Canberra: Commonwealth Schools Commission, April 1984 [70p.]

This is the fifth and last of a series of Discussion Papers produced by the Choice and Diversity Program to contribute to discussion and exploration of the issues involved in changing the aims and processes of education. This paper sets out to look at issues of choice and diversity in relation to the school curriculum and at the implications of those issues for policy and practice in government school systems and schools. Its first chapter focuses on the conceptual framework, covering the nature and purposes of schooling and what is a school curriculum. Chapter 2 looks at the theoretical foundations in the nature of knowledge and of learning and the importance of volition and commitment in learning.

Chapter 3, the main part of the paper, discusses the current issues of curriculum practice, beginning with the basic questions of how and by whom decisions are reached about what children learn. The chapter covers such aspects as alternative courses and the common curriculum; streaming and setting and the concept of 'ability'; resources for learning, curriculum structures, assessment; grouping and time-tabling; the compulsory curriculum, the core curriculum, the curriculum guarantee; certification of school achievement as a particular problem. The final chapter looks at ways of reconstructing the conceptual framework of curriculum practices by reference to certain principles within which cultural diversity and arrangements for choice may be included. It discusses equal opportunity in the school curriculum and the provision of a curriculum which contributes to social cohesion.

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ATKIN, Julia and Don Jamieson 84/C: 98

School Improvement, St Columba's, Harden: A Case Study in Curriculum Change. In Participation and Equity Program News (Non-Government Participation and Equity Program, P.O. Box 217, Leichhardt 2040), Vol. 1, No. 3 [p.2-16]

The aim of this paper is to present a narrative account of the change process that has been occurring at St Columba's High School since mid-1982 to link this narrative with theoretical models of curriculum development and to analyse the change process so as to identify the factors which work for or against change. The experience of this school is seen as being of possible interest and use to others.

St Columba's School is a Years 7-10 systemic Catholic high school with enrolments fluctuating between 66 and 76. The school in 1982, though operating as a small community, had many deficiencies in terms of

educational approaches and the personal development and aspirations of the students. These are identified in the paper. The declaration of the school in 1982 as a Disadvantaged School under the Schools Commission Program provided impetus for review and change. The various steps in the process are identified and discussed in some detail. The basic factor making for successful change is seen as the co-operation of the whole staff in identifying and solving problems. Among other important factors were open communication; non-authoritarian leadership; active research; flexible planning; continual evaluation and student involvement. In sum, the process has changed the school from a traditional, rather narrowly focused establishment to one in which the individual needs of students are catered for in structures, courses, teaching approaches and co-operative decision-making.

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JENKINS, Heather Jean and Elizabeth TUETTEMANN 84/C: 99

The Secondary Special Placement Program and Its Impact in Selected Schools. Discussion Paper No. 19. Perth, W.A.: Research Branch, Education Department of W.A., March 1984 [21p.]

In 1981, the Education Department of W.A. established the Secondary Special Placement Program (SSPP) as one component of a program designed to provide more adequately for intellectually talented children; that is, those in the top one and a half per cent of the students entering secondary school in W.A. By 1983 ten metropolitan government secondary schools were offering SSPP classes to more than 750 students from Years 8-10 or Years 11-12. The program has been accompanied by a long-term evaluation, of which this report is a second phase carried out in 1983. It is based on case studies in 6 schools (3 SSPP schools; one pilot SSPP school; 2 non-SSPP schools) and involved gathering information by questionnaire and interview from staff, students, parents and others.

The findings of the evaluation fall into two main categories: the differences in educational provision between SSPP and non-SSPP classes; the perceived impact of the SSPP at school and system level. Discussion of these covers issues such as relationships between SSPP staff and students with mainstream staff and students within the school; the differences between expectations and reality; administrative and practical questions ranging from curriculum and timetabling to transport difficulties for some students.

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STRATON, Ralph G.* and Maxine MURRAY* 84/C: 100

Work Experience in Australian Secondary Schools. Prepared for the Department of Education and Youth Affairs. Canberra: AGPS, 1984 [47p.]

Work experience programs have achieved considerably popularity in Australia with employers, students and teachers; much is expected of and claimed for them in terms of career decision-making and employment prospects. This report is primarily concerned with the outcomes of work experience programs for secondary school students. It draws on the results of four evaluation studies undertaken in 1982, documenting the context, processes and outcomes of programs for Year 10 students in two Tasmanian and two W.A. co-educational high schools.

Most work experience programs involve the individual placement of students with an employer for periods between 5 and 15 days, during which the student is expected to observe and undertake work similar to that of regular employees. The work is most usually clerical, technical, trade or unskilled tasks in offices, workshops, laboratories, retail stores, farms or small factories. In schools, work experience programs are most often operated as separate entities having little relationship with the school curriculum. They may, however, be a central part of an alternative or transition program for particular types of students; in a few schools they may be integrated into the general curriculum. The report goes in to outline the work experience programs in the four case study schools, indicating variations in approach and organisation.

Chapter 2 discusses in detail the student outcomes of the work experience programs in terms of student employability, career choice, educational attitudes and social development. Chapters 3-5 cover particular aspects of the programs: the school and work experience (organisational and educational aspects); stereotyping in students' occupational preferences (by gender and family background); employers and work experience placements. The final Chapter 6 sums up the conclusions and makes recommendations.

Overall, the study suggests that work experience does have an impact on Year 10 students in that it helps them develop a more realistic view of both the workplace and the process of occupation choice; in some cases there is enhanced social development and knowledge of particular types of work. However, little appears to be learned about the social and industrial aspects of work and there is little impact on educational attitudes, including those related to continuing education. In three of the case study schools, there was a substantial degree of job stereotyping by gender and family backgruund and little effort to avoid this. Employers involved generally took a narrow 'job testing' or 'sampling' view of the program. For schools, work experience tends to be an expensive operation in terms of teacher time. It was rarely integrated into the curriculum and follow-up activities were generally limited. The report concludes with some suggestions and recommendations for ways in which the programs could be used more effectively and at reduced cost.

* *Institute for Social Program Evaluation, Murdoch University, W.A.*

VICTORIA. PARTICIPATION AND EQUITY PROGRAM 84/C: 101

PEP (Participation and Equity) Guide. Melbourne, Victoria: Participation and Equity Program, August 1984 [82p.]

This Guide for Schools has been produced to assist school communities in the introduction of the PEP in Victorian schools during 1984 and 1985. Section 1 outlines the objectives of PEP as set out in the Schools Commission Guidelines in March 1984 (84/AB:40) and defines the concepts of participation and equity, emphasisising that PEP is to be whole-school rather than project based. The general objectives of PEP are endorsed by the Victorian Government's own education policies and by the policies of parent, teacher and school council organisations which have affirmed that the primary function of schools is to maximise the learning of all students.

Section 2, following through the implications of the PEP concepts for schools, emphasises the need for schools to be adaptive (see Schools Commission, A7), using participatory processes in decision-making, curriculum development and evaluation. Areas for action in curriculum, assessment, teacher-student-parent relationships and teacher renewal and support are discussed and activities to be discouraged identified. The section goes on to deal with program implementation, covering school and system level allocations, Schools Resource program, administration and support, evaluation. It concludes with a statement of responsibilities for each of the components in the organisation of the program: the PEP Committee; schools; Schools Resource program; schools and regional reference groups; Schools Resource Program Steering Committees; Program Support Structures; system level initiatives.

Section 3, Putting the Grant into Action, covers first the steps involved in planning for action: decision-making structure; selection of a focus for action and development of goals; development of a plan for action; using the grant to effect school change. It goes on to discuss issues for consideration by program developers and issues of evaluation. Areas for action are identified as curriculum and assessment; accreditation and credentialling; teacher-student-parent interaction; teacher renewal and support; school structure and organisatioon; post-school links; groups with specific needs including Aborigines, girls, students with disabilities, students from non-English speaking backgrounds; public support for education. For each area, an appropriate reading list is given. Finally, the section deals briefly with the grants to parents and to students, discussing their purposes, administration and uses.

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. KEATING, Jack 84/C: 102

Participation and Equity. 1. - Good Programs. In The Victorian Teacher, No. 3, August 1984 [p.7-9]

. GRIFFITHS, Bill

Participation and Equity. 2. - Co-operative Assessment (as above) [p.9-10]

. McRAE, David

Participation and Equity. 3. - Try a Subject Structure (as above) [p.11-13]

These three articles examine aspects of the school's response to the Participation and Equity Program (PEP). The first article considers the possibilities of the program for redressing the unequal educational outcomes now suffered by many students (most of them in government schools). One of the first tasks is to identify those aspects of schooling which prevent greater equality of outcomes. Fundamental is the role of the school in grading and ranking students on the basis of competition and failure. This concept of the role of the school is reinforced by the variety of demands on schooling made by industry, government and the public; by public examinations geared to tertiary entrance; by the divisions between government and private schooling; by practices within schools such as streaming, the hidden curriculum, the selection of learning content, inequality and inadequacy in resources and facilities. Many of these factors are beyond the power of schools to change, but they can if they wish change their own practices and provide programs in schools which increase retention rates and prospects of student success (see, for example, ACER, 84/AB: 229). The question is how far school responses are encouraged by the policies of PEP and by the amount and processes of funding. These questions are discussed in the remainder of the article, which concludes that despite shortcomings and ambiguities PEP should not be ignored, especially by teacher unionists. PEP is no resolution, but it provides a substantial amount of funds, couched in useful rhetoric, that can be used by the schools who most need it.

The article by Griffiths outlines current inequalities in schooling practices and outcomes and notes the evidence in the ACER study (84/AB: 229) that schools can influence their own retention rates and more adequately meet the needs of their students. Victorian schools, in any case, are now faced with the fact of increased participation rates at senior levels imposed on curriculum practices which for the past thirty years have made no impact on equalising educational opportunity and outcomes. The article argues that schools, at the very least, will have to alter their assessment practices, to abandon competition as a basis and to look at co-operative assessment. It goes on to outline some recent developments towards co-operative assessment beginning with the replacement of marks and grades by descriptive comments on report forms; the development of goal-based assessment processes; the use of assessment as part of the learning process (see 84/AB:192). The difficulty comes with the demands of employers and tertiary institutions at the end of schooling. Irrespective of how these final difficulties are solved, schools are likely to find that the needs of all their students are better met by co-operative assessment.

McRae, in the third article, also points to increased retention rates in schooling and argues that alternative courses for the also-rans are not the answer which schools should adopt. Instead, a 'subject structure' approach should be considered. This involves breaking down a course into its essential components in order to identify what can be common to all students undertaking it, and what must be flexible in order to cater for the variety of aptitudes which students bring to the course. This approach recognises the expertise of teachers but also gives them support; offers the prospect of successful learning for all students while prospectively offering a means of discrimination for selection purposes. Most importantly, it is a curriculum design drawn from teaching practice. The article goes on to discuss the elements of any course of study: expectations (aims and objectives), teaching practice, assessment, course evaluation. It concludes with some detailed discussion of ways in which subjects may be grouped on the basis of the specific characteristics of the courses.

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TASMANIA. DEPARTMENT OF EDUCATION. CURRICULUM CENTRE 84/C: 103

Parity. Vol. 1, No. 3, September 1984 [4p.]

This leaflet is produced by the Participation and Equity Program Development Group to provide information on the PEP program in Tasmania. Issue No. 2 outlined the structure of administration of PEP. This issue discusses curriculum change in schools, indicating development in review of curricula in a number of schools.

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POULOS, John 84/C: 104

PEP - Schools List. In Education. Journal of the NSW Teachers' Federation, Vol. 65, No. 14, August 13, 1984 [p.3]

This article provides some background information on the allocation of PEP funds to targeted schools. It also lists the high schools and central schools which have been placed on the target lists.

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AUSTRALIA. COMMONWEALTH TERTIARY EDUCATION COMMISSION. 84/C: 105
TECHNICAL AND FURTHER EDUCATION COUNCIL

Participation and Equity Program. TAFE Guidelines for 1985. Draft Paper. Canberra: TAFEC, August 1984 [15p.: mimeo]

This draft paper, circulated for comment during August, sets out the directions and objectives of TAFE in its implementation of the Participation and Equity Program (PEP). It begins with a resumé of PEP scope and objectives, of the TAFE Council's response to the program in October 1983 (see 84/AB:41) and of its Advice for the 1985-87 Triennium early in January 1984 (see Abstract 84/AB: 208). In April 1984 a meeting of State and Territory PEP officers convened by the Council identified issues of relevance to PEP in 1985. These included the importance of the relationship between PEP and other TAFE courses and labour market programs; the need for clearer definitions of terms such as participation, equity, disadvantage; the role of the CES and the provision of allowances; a youth policy framework for PEP.

These developments and discussions formed the basis for the objectives and directions of the program set out in the paper. The Council affirms its support for the objectives of the PEP program to provide full secondary education or the TAFE equivalent to all young people, showing particular concern for 15-24 year olds and disadvantaged groups such as Aborigines, early school leavers, women and girls, ethnic minority groups, rural youth and the disabled. These objectives should apply to TAFE as a whole and not be confined to PEP. The group to be catered for is very large, as the paper points out:

> For example there were (in November 1983) 297,000 unemployed 15-24 year olds. There are another 40,000-50,000 15-19 year who appear to have "dropped out", being neither in education nor the labour force. Whilst not all of these people will want to be best provided for in TAFE courses it can be expected that only a small proportion could be accommodated in courses funded under PEP. In 1983, some 17,000 young 15-119 year olds were accommodated in the Transition Program; a similar number is expected in PEP in 1984 with a slight increase in 1985.
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> Thus the Council concludes that the funds available for PEP in TAFE will be best used if applied to two main purposes:
>
> a) Funding courses for the **most** disadvantaged groups, these to include both vocational courses and access or bridging courses
> b) Undertaking the "searching re-examination in TAFE of its role in this area" as sought by the Government, with a view to increasing the suitability of "mainstream" TAFE for the target group.
>
> The first will ensure that special measures are taken to provide PEP course places for a limited number of the most deserving young people. The second will give attention to the needs of the broader target group. What must be determined is the **criteria** for identifying those who should

be accommodated in PEP courses, and the balance in the Program between course funding and broader developmental tasks in TAFE. (p.4)

The paper goes on to detail the implications of these broad aims in three sets of objectives: PEP courses which will improve employment prospects for the participants by enabling them to develop general and specific vocational skills, to assess their options realistically and to cope with uncertainty and change; action to increase the participation of disadvantaged groups in mainstream courses; action to extend the consultative process with community and government organisations, to establish closer links with schools, to develop appropriate accreditation and assessment procedures which will ensure recognition of achievement and counselling advisory and support services for target groups.

The Council lists long-term unemployment, early school leaving and lack of post-school education and training as general characteristics to identify target groups and suggests ways of meeting the variety of needs. It emphasises also the fact that groups are not homogeneous and that PEP in TAFE must seek to respond to the needs of individuals.

Two main kinds of courses are seen as being appropriate under the Program: bridging courses designed to give access to regular TAFE courses; vocational, designed to enhance employment prospects but also to lead to opportunities for further education and training. Five elements are identified as essential components of PEP courses: basic skills acquisition; vocational orientation; specific vocational skills acquisition; work experience; personal development. Each of these is discussed and the paper goes on to deal with associated issues: course recognition and student progression; courses involving TAFE and schools; support services; counselling and guidance; staff development; curriculum development; evaluation and research.

The paper goes on to deal with the need for TAFE to develop liaison and co-operation with the community, particularly those organisations which have been concerned with the needs of disadvantaged groups. Further sections discuss the relationship of PEP with other special TAFE programs; the need for close collaboration between education and employment authorities and particularly between TAFE and the CES; the Transition Allowance as the principal system of support for PEP students.

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TASMANIA. EDUCATION DEPARTMENT. DIVISION OF TAFE 84/C: 106

PEP for Young Women. A study of non-traditional courses to assist TAFE planners with Participation and Equity Programs. Hobart, Tasmania: Education Department, 1984 [109p.]

This document is part of an ongoing review by TAFE of courses which have been developed since 1981 specifically for young women and particularly in non-traditional areas. It sets out to report on and evaluate the need for and the success and issues of such courses, presenting the material in a loose-leaf format so that any part of it may be easily copied and used. The success of the courses is judged on both material and psychological criteria: the successful completion of a course; gaining of employment or progress to further education; improved practical skills; increased self-esteem and self-confidence. The study involved a literature search, the collection of information on the courses and interviews with a broad range of students, teachers and others. The methodology is outlined in the Introduction to the report.

The first section is an overview of women in the labour force covering participation, earnings, employment, unemployment, and indicating the changing life patterns of women. The overview shows the increasing participation of women in the workforce and their continuing disadvantage in terms of educational opportunity and earning power. The report goes on to discuss the role of TAFE in expanding opportunities for young women, focusing on the Participation and Equity Program (PEP) and its objectives. It suggests the need to see social justice for women within a socially critical approach to curriculum (see 83/AB:118) and to recognise the difficulties and challenge involved.

The section on The Courses presents an overview of courses for young women in Tasmania in 1983, placing them within the general Transition Education area and describing the purposes and reactions of students. The courses covered were a Trade Related Course, Alternative Careers for Girls, Drafting and Graphic Arts. The following section on Young Women, TAFE and Society tackles the question of why young women express interest in non-traditional courses but fail to enter them in great numbers. It discusses early socialisatioon, career choice and influences on choice, employer practices and the psychological and physical barriers to entry into non-traditional areas. It concludes that as a consequence girls do not apply for non-traditional courses unless specifically encouraged to do so. Thus recruitment is central to the success of TAFE in expanding opportunities for women.

The final section of the report details the major recommendations on recruitment; orientation/preparation; course content and structure; single sex and mixed groupings; support and counselling; staff development; co-ordination, continuity and liaison.

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BRAND, Brian and Beverley BEASLEY 84/C: 107#

PEP Curriculum Development Project

INSTITUTION TAFE National Clearinghouse for Research and Development

FUNDING Commonwealth Department of Education and Youth Affairs, Canberra

TIME February 1984 - January 1985

PLACE National

The aims of this project are to review evaluations and other documents to ascertain the general and specific directions that the Transition from School to Work programs achieved in the TAFE sector, and to develop an appropriate curriculum model or models for the Participation and Equity Program (PEP) within the TAFE sector.

State and Territory TAFE authorities were asked to send copies of all evaluations and other documents to the research team. All of these were reviewed; findings and issues were itemised and then clustered according to frequency of occurrence and intensity. A curriculum model is being developed on information from the advisory committee of the research project. Some aspects will be piloted during 1984.

The research indicates that the Transition Project was extremely successful in preparing young people (15-19 years) for locating and holding jobs. Evaluations which measured success in terms of the labour market outcomes indicate that across Australia more than 60 per cent of course graduates gained employment which they attributed wholly or in part to the program. Staff, students and community members (where involved) claim that Transition/PEP courses are successful. The impact on mainstream TAFE has been dramatic, showing effects in curriculum development, staff development, student facilities, planning and counselling. There is, however, some confusion within TAFE in interpreting PEP guidelines and implementing courses which meet the objectives of participation and equity.

DOCUMENTATION

Final reports will be sent to the Department of Education and Youth Affairs for dissemination.

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AUSTRALIA. DEPARTMENT OF SOCIAL SECURITY. THE SOCIAL WELFARE POLICY SECRETARIAT 84/C: 108

Submission to the Review of Commonwealth Government Labour Market Programs. Canberra: Social Welfare Policy Secretariat, Department of Social Security, July 1984 [79p.]

The role of the Social Welfare Policy Secretariat (SWPS) is to provide advice on and promote the co-ordinated development and review of policies and programs in health and welfare. These functions impinge on wider issues such as income support, alternatives for the unemployed, education, training and rehabilitation. Chapter 2 outlines government programs related to health and welfare which raise policy issues of relevance to the Review of Labour Market Programs. In the area of cash benefits, the chapter identifies a number of issues, among them the adequacy of income support payments in relation to community incomes generally (particularly for some groups like the unemployed); the scope for beneficiaries to earn private income; the appropriateness of current arrangements for the income support of the long-term unemployed and chronically unemployable (among other groups); the provision of incentives for unemployed people and sole parent pensioners to engage in useful education and training; gaps and duplication in payments and allowances. Among welfare type issues are access to worthwhile paid or unpaid activities; the balance between institutional care and assistance for independent living (for the aged and handicapped); access to good quality child care.

Chapter 3 provides background information on demographic change; increase in numbers of pensioners and beneficiaries; the uneven incidence of unemployment. Chapters 4-7 discuss in detail the situations of a number of groups who suffer particular disadvantage: older workers; long-term unemployment and disability; women; young people 15-24 years. In each chapter, the statistical information is used to provide a basis for discussion of particular issues.

In the course of the discussion, the submission suggests that because of the ageing of the population, consideration might be given to facilitating early retirement and, in the longer term, to examining viable alternatives to pensions, including relevant training programs. Labour market programs can be important in enabling disadvantaged pensioners and beneficiaries to gain skills necessary for employment; they also themselves expand employment. There is a case for giving special consideration in labour market programs to the long-term unemployed, including the disabled. For women, there is need to provide equality of access to education/training programs, particularly for disadvantaged women, and the child care facilities to make access effective. Programs for young people should be firmly targeted on the disadvantaged; links between education, training and work experience should should be promoted and a range of initiatives taken to enhance the flexibility of the education/training system. Pre-apprenticeship and pre-vocational courses should be expanded for both men and women, some of them provided in sub-schools or school annexes with an non-institutional ethos. A 'youth guarantee' should be regarded with caution, but a new common training allowance should be introduced for persons aged 15-24 years.

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VICTORIAN CHAMBER OF MANUFACTURES 84/C: 109

Submission to Inquiry into Labour Market Programs. Melbourne, Victoria: Victorian Chamber of Manufactures, May 1984 [37p.]

Because it is involved directly and indirectly in the provision of industrial training, the Victorian Chamber of Manufactures (VCM) sees itself as in a special position to comment on labour market programs and their relationship with vocational education/training. This submission, therefore, covers most aspects of interest to the Inquiry into Labour Market Programs (84/C: 49).

Section 2 of the submission outlines the development of labour market programs in Australia and identifies some key objectives of a National Training System: to develop skills for employment; to meet industry's skill requirements; to improve the efficiency of the labour market; to assist disadvantaged groups; to be flexible and responsive to industry changes. Section 3 discusses some major concerns with current provisions, focusing particularly on the incapacity of training in the skilled trades and semi-skilled occupations to meet industry requirements in terms of numbers of trained persons and composition and quality of training. Specifically, the concerns include: the continued vulnerability of the apprenticeship system to the economic cycle; the possible irrelevance of training in some trades; levels of literacy and numeracy among school leavers; the need for greater responsiveness and flexibility, for post-apprenticeship trade training, for adult training including adult apprenticeship, for co-ordination in the training system. Section 4 focuses on some of these key problem areas: apprenticeship; post-apprenticeship trade training; other industrial training; training to facilitate adjustment.

Labour market information and planning are covered in Section 5, which emphasises the need to upgrade labour market information and to co-ordinate forecasts from different sources. Improvement is needed both in the data available and in forecasting techniques. In Section 6, the VCM sees a key role for specific labour market programs, but these should be developed after market research and consultations with target research and consultations with target groups or potential program users. Ongoing monitoring and evaluation of programs should be carried out by the Bureau of Labour Market Research. In the delivery of programs, discussed in Section 7, there is need for continued consultation between all levels of government, and special emphasis should be placed on making employers and community aware of programs. Section 8 summarises the main arguments and analysis of the submission. Appendix A lists a number of local regional and labour market studies in Victoria which are of relevance in targeting training and labour market programs. These cover the areas of Shepparton, Portland, Bendigo and La Trobe Valley.

SMITH, Ralph E. 84/C: 110

How Effective Has the SYETP Job Subsidy Really Been? Discussion Paper No. 104. Canberra: Centre for Economic Policy Research, Australian National University, August 1984 [59p.]

This paper sets out to review and reconcile differing estimates of the employment effects of the Special Youth Employment Training Program (SYETP), looking particularly at whether the subsidised jobs are really net additions to the target group's total employment; whether the gains to the target group are at the expense of losses to young people and others who are not eligible for the program; whether aggregate employment is increased as a result of the subsidy. Two recent studies have given different answers to these questions: a May 1984 study by the writer based on regression analysis of program participation between 1978 and 1983 (84/C:51); a telephone survey of over 1,000 employers conducted in November 1983 by the Department of Employment and Industrial Relations (DEIR). The Smith analysis indicated that 67 per cent of SYETP subsidised jobs held by teenagers were additional jobs, compared with 42 per cent in the DEIR study; that one-quarter of these gains was at the expense of other teenagers compared with the DEIR estimate of three-quarters; that the net immediate impact of the program was a reduction in teenage unemployment equal to 52 per cent of subsidised jobs, while the DEIR estimate was only 12 per cent.

Part II of the paper reviews the methodology and findings of these two and other studies and summarises the estimates. Part III examines the extent to which the differences in estimates are attributable to differences in concepts, in the variables or relationships measured or in the errors in the data or method used. Part IV discusses whether there have been changes in the actual effects of SYETP between the periods examined in the studies.

The paper concludes that even the most pessimistic of the estimates of the impact of SYETP on the target group, that of the 1983 telephone survey, indicates that 42 per cent of the subsidised jobs were net additions to their total employment. The most important policy-relevant conclusion is that the main finding in the earlier Discussion Paper (84/C:51) is confirmed by the additional econometric analysis and by the review of the employer surveys: SYETP is increasing opportunities for the target group. Of the four studies reviewed, the lowest estimate is that 42 per cent of the subsidised jobs translated into employment gains for the target group. It is more likely that the true number is closer to 64 per cent. In almost any program, it should be expected that some people will be compensated for undertaking activities that would have been done anyway. Even if the lowest estimate were correct, this would be a significant accomplishment. Targeted employment subsidies still appear to be a promising method of improving opportunities for disadvantaged groups in Australia.

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BALL, Colin 84/C: 111

A Choice Would be a Fine Thing. In Initiatives. The Journal of the Centre for Employment Initiatives (140a Gloucester Mansions, Cambridge Circus, London WC2H 8PA), Issue 9, May 1984 [p.7-8]

In February/March 1984, Colin Ball visited Australia at the request of the Organisation for Economic Co-operation and Development (OECD) in order to look at education/training and other youth programs in Australia, particularly the Participation and Equity Program (PEP) and the Community Employment Program (CEP). He found a state of affairs familiar to him in the UK when new programs are launched: a tremendous sense of haste and anxiety to avoid an end-of-year underspend. This article, however, is concerned with the Community Youth Support Scheme (CYSS) which particularly attracted his attention.

The article outlines the scheme and its purposes, summing it up as an honest 'no kidding' safety net of provisions. Attendance is voluntary with a broad age-range. It is neither full-time, allowance paid, quasi-vocational training for a future of uncertain employment prospects nor a temporary make-work scheme. It sets out to help young people become more self-reliant. CYSS has been in operation for about eight years, has survived criticism and governmental intentions to abolish it and has itself developed maturity of approach and purpose. Community-based, the programs are 'drop-in centres with a purpose' to which young people choose to come and choose what they want to do within them. Individual schemes differ in content, balance and style of provision to suit the community and the client group. The article outlines one such scheme, the Drum in Canberbury, Sydney (NSW). The writer concludes that information about CYSS may be of relevance in the U.K. in the light of growing concern about the Youth Training Scheme (YTS). Such a scheme, operating partly alongside YTS and partly beyond it could offer young people that precious quality - a choice.

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LEWIS, Paul and Graham Swain 84/C: 112

Where Now for YTS? In Initiatives (Journal of the Centre for Employment Initiatives, 140a Gloucester Mansions, Cambridge Circus, London WC2H 8PA), No. 9, May 1984 [p.3-6]

The Youth Training Scheme (YTS), a large-scale, national training initiative, was launched in the U.K. in 1983. These two short articles highlight the reasons for a growing feeling of unease about the program. Amongst these are: the markedly slow take-up of places; plans for an increased provision by employer-based schemes, accompanied by a reduction in provision by community-based schemes; the fact that job prospects are as pessimistic as ever.

'Raiders of the Lost Program' (Lewis) begins with a description of the change in emphasis in government programe for young people from providing **temporary jobs** to providing **training**. Where the vision of YTS of 'providing' a permanent bridge between school and work fails is that, for many of the scheme's 1984 graduates, there will be no work. Only 38 per cent of YTS graduates leave to go into work. The effect of this on the 100,000 or so YTS leavers who do not get work will be devastating but probably unpublicised as the young unemployed tend to suffer quiet, private demoralisation rather than embark on public protest. Another problem is that various groups are able to divert money to their own interests (described as 'program raiding'). The program raiders include those schemes which are using it to continue providing imaginative activities for young people but which are then threatened with closure. More sinister raiders are employers who are using YTS as a year-long selection procedure at government expense, and managing agents who are engaged by the Manpower Services Commission to administer the program on a local level but who are making profits out of the activity. The large scale nature of YTS makes it difficult to ensure adequate control and monitoring and it seems that the administrators of the scheme have taken little responsibility for this aspect. The program's worst problem is the apparent rejection of it by young people. The confusion arising out of double or even triple-counting of entrants moving from one scheme to another has not obscured the fact that less than 60 per cent of places was taken up in the first year. The slow response has puzzled those who believe in YTS but the obvious reason is that young people in a time of high unemployment see the only advantage of a training scheme as being to get them a job. The likelihood of unemployment offers little incentive to join and make good use of a stay on a YTS scheme. It seems clear that major changes will soon occur in the funding, structure and comprehensiveness of YTS, a project which is not ameliorating the experience of unemployment for school leavers and **not** providing high quality training for industry. It is playing a crucial part in reducing the pay and work expectations of the new generation of school leavers and it is challenging the power of the trade unions and the effectiveness of the education service, at a cost of £2 million per day.

'There Must Be an Afterlife' (Swain) deals with what comes after YTS. Although the job placement rate is not a popular measure of success in some quarters, it is natural one, given that YTS is clearly a response to youth unemployment. A crucial factor in the seeming failure of YTS to attract and keep trainees is its inability to live up to its promise of improving the prospects of young people to 'get and keep' jobs. The experience of unemployment after leaving the scheme has devastating effects on young people. Similarly the prospect of their trainees going

back on the dole also severely undermines the morale of adults involved in YTS with consequent ill-effects on the quality of provision. The main issue is what happens after trainees leave? A broad range of ideas is being discussed and implemented by YTS schemes, employers, trade unions, education and local authorities and community organisations. However, all are restricted by the difficulties of the very large numbers who are expected to need help. These responses do not as yet represent a coherent set of programs which ensure that every ex-trainee is offered a constructive alternative to unemployment. There are no mechanisms to ensure efficient use of resources in tackling this emerging problem. There is also no infrastructure nationally or locally for designing, managing, supporting and monitoring the development of post-YTS provision. The proposed response is to encourage developments on a local level, making use of existing programs and resource allocations, recruiting the support of a wide cross-section of community opinion and ensuring that measures can get off the ground quickly.

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U.K. FURTHER EDUCATION UNIT 84/C: 113

Supporting YTS. Guidance for colleges and others involved in the Manpower Services Commission Youth Training Scheme. London, U.K.: Further Education Unit (York Road, London SE1 7PH), May 1984 [100p.]

This is the second edition of a document which was prepared to give guidance to the education system and to encourage the fullest participation of Further Education in YTS (Youth Training Scheme), with a view to advising on the design and quality determination of the various schemes. The document is divided into a number of sections, corresponding to the YTS design elements: induction, assessment, planned work experience, occupationally based training, off-the-job training/education, core areas, guidance and support. Relevant aspects of the relationship between Further Education and this type of youth program include: the possibility of providing better training and educational opportunities for young people within these schemes; routes of progression from YTS into employment or further education and the need for an educational element within YTS schemes as a basis for progression; the general educational need for a comprehensive training structure which has a broad-based generic approach which contrasts with the conventional apprenticeship type scheme.

The document includes a series of appendices providing more detailed information on aspects of YTS including some examples of projects and how Further Education is integrated with the training schemes.

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HALL, Edith M.* 84/C: 114

Identifying Vocation and Training Needs. In Australian Disability Review, No. 2, 1984 [p.16-19]

Rehabilitation programs, sheltered employment workshops and other activity programs for disabled people have long been a feature of the Australian social environment, stemming from a concern to provide something for people who could not obtain open employment. In this article, the writer commends the good intentions behind these activities but emphasises that the majority of them are developed without refining the purpose and the measure of success or failure of what has been undertaken. This paper attempts to address the central issue of the need to consider what is the long-term vocation and what is the training required. The separation of services for disabled persons effectively prevents the vocational and training needs of the disabled from being viewed in the context of the community as a whole. Not only is there a scarcity of appropriate facilities but there is a large imbalance against women in both referral and participation rates of these establishments. Department of Social Security figures on referrals to rehabilitation programs show that men make up 74.7 per cent of referrals and women only 25.3 per cent. Similarly, of those actually participating in rehabilitation, 71.2 per cent are men and 28.2 per cent are women. This raises the question of why women's vocational and training needs rank so low? What methods of identification of clients lead to this imbalance? The author suggests that, when identifying vocational and training needs, the 'work ethic' theme and 'gainful employment' need redefining for the purposes of eligibility to training and services. Rather, we should be looking at a 'lifestyle package' with options and opportunities. The components of the package should be the same as for everyone else in the community, with the extra support supplied by way of special grants to service-providing agencies or direct to the disabled person. Constant review is essential to ensure that all disabled persons are given an opportunity of having their vocational needs reassessed. The 'lifestyle package' approach to evaluating and providing for the vocational and training needs of disabled people reinforces the concept of normalisation, allowing handicapped people the opportunity of being active members of their communities and having the much needed support of ties with family, friends and neighbourhood.

The writer outlines a simple test for identifying vocational and training needs: identification of need as the normal citizen need at the standard community level; the base point of funds should represent what is funded for everyone; vocation should be lifestyle with opportunities and options; training should be individually designed and supported through average community funds plus special grants; expectations should be for a 'decent life'.

The article concludes with a strong endorsement of the normalisation principle and its application to the vocational and training requirements of disabled persons. This is supported with reference to work stations

* *Executive Director, Paraplegic and Quadriplegic Association of Victoria.*

which integrate, physically and socially, sheltered workshops within open business or industrial settings. In such work stations, handicapped workers may work under a range of sheltered conditions and integrate with regular workers on a number of levels. Such work stations are more effective in normalising the lives of handicapped workers than are sheltered workshops and are less expensive and relatively easy to set up. Optimism is expressed that the review of the Handicapped Persons Assistance Act will result in funding being redirected to services fulfilling normalisation practices, not just verbal restatement of normalisation principles.

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DEE, Lesley 84/C: 115

Routes to Coping. Implementing teaching programs for students with moderate learning difficulties. A Special Needs Document. London, U.K.: Further Education Unit (FEU), April 1984 [100p.]

This manual is one of a series commissioned by FEU as part of their work in the special needs area. It looks particularly at implementation of course aims, building on the curriculum framework and aims discussed in an earlier paper, Skills for Living (84/C:76). The main part of the document is a detailed description of three programs set within the context of a full-time course for students with moderate learning difficulties in a College of Further Education: a communication skills program based on classroom and other assignments; a self-help program based on living in a college flat; a work experience program. For each program the description covers aims and objectives; organisation, planning and monitoring; resources. Each section includes also materials of use in the program, together with references and suggestions for further activities. The five appendices provide further material of use to teachers.

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POLK, Kenneth 84/C: 116

Wanted: New Career Paths. In Australian Society, Vol. 3, No. 6, June 1984 [p.18-21]

This article is concerned with the need to create permanent employment in the only growing sector of the economy - the service sector. It points out that despite the continuing growth in this sector, employment opportunities for young people have been declining - for a number of reasons: the recession; the impact of technology (for example, in banks and retailing); self-service methods of retailing; the retention of older women in the workforce; the fact that the biggest growth in the service sector is in the major professions; the growing tendency for the public service and large business to recruit tertiary graduates. Overall, the growing emphasis on academic credentials for employment, together with the role of the school in sifting and sorting on academic criteria, advantages those students from privileged backgrounds and operates with powerful class, ethnic and gender biases. Structural and continuing unemployment demands that long-term job creation opportunities be explored. Polk outlines a 'new careers' approach to job creation which focuses on professional and technical work, especially in the human services. Occupations in these areas are analysed and broken into skill-level clusters. The work is organised into career ladders, each level demanding more skills than the one below. The bottom rung, where the job creation effort begins, is designed for those with no formal skills or training. Each rung provides both work and training, so that this is part-time work, part-time education. Ideally, after a period on each rung, the trainee should have the choice of remaining at that level (either part- or full-time), moving to the next rung, or moving sideways to a related career ladder. The article illustrates the process in the occupation of teaching. To be successful, the new career must be tied to educational progress accompanied by appropriate and if necessary newly created credentials, recognised by tertiary institutions and transferable. There are many barriers to the implementation of such a system of job creation and training, including the compartmentalisation of bureaucracies and education sectors and the need for long-term funding; but unless some such appropriate system is established there is little hope of solving the problem of unemployment and, in particular, youth unemployment.

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BRAIN, Peter, Anthony KING and Claire THOMAS 84/C: 117

Evaluation of the Employment Initiatives Program. Final Report. Melbourne, Victoria: Ministry of Employment and Training, March 1984 [393p.]

This is the final report of a study commissioned by the Victorian Ministry of Employment and Training and carried out by the Institute of Applied Economic and Social Research, University of Melbourne. The study was to evaluate the Employment Initiatives Program (EIP), a targeted, short-term job creation program introduced by the Victorian Labor Government in its 1982/83 budget. Under this program, $30m. was allocated for the year ending September 1983 to fund public sector and community projects to provide immediate employment opportunities for those most disadvantaged in the labour market. The program was targeted to the long term unemployed - those who had been registered with the Commonwealth Employment Service (CES) for six months or more. Within this group, preference was to be given to the employment of the longer term unemployed and other groups with identified disadvantages in the labour market - including persons in regions experiencing above average rates of unemployment, youth, older workers, females, migrants of non-English speaking origin, Aborigines and the disabled. Aside from providing immediate employment opportunities to members of these groups on projects deemed socially beneficial, it was hoped that the experience and training gained by those employed on EIP projects would improve their subsequent employment prospects. In other words, it was hoped that participation in short-term employment initiatives projects would reduce the relative labour market disadvantages of members of these groups in competition for scarce employment opportunities.

Chapters 1 and 2 of the report provide background information on unemployment, job creation schemes and the aims and methodology of the evaluation. Chapter 3 discusses the economic constraints which limit the use of conventional fiscal and monetary policies in reducing unemployment and indicate a role for special job creation programs such as EIP. The connection between duration of unemployment and probabilities of employment are examined in Chapter 4, both from the macro-economic perspective and by reference to the impressions and experiences of EIP participants. Chapter 5 compares the efficiency of the EIP with conventional fiscal programs: firstly, in creating total annual full-time equivalent employment opportunities; secondly, in reaching the long-term unemployed; and, thirdly, in redistributing the burden of unemployment (that is, in reducing the average duration of unemployment). Chapter 6 compares the characteristics of those recruited to EIP projects with those of the larger pool of long term unemployed, and evaluates the efficiency of the program in distributing EIP employment opportunities among members of that group. It also examines barriers to the achievement of a more equal distribution of EIP employment opportunities by reference to attitudes to and processes of recruitment to EIP positions from the point of view of CES recruitment officers, project sponsors, and participants themselves. The perspective shifts to a project level in Chapters 7 and 8. Chapter 7 outlines and assesses procedures employed in project initiation, selection and administration, while in Chapter 8 the principal features of EIP projects are examined within the framework of the natures of the activities undertaken on those projects. Chapter 9 discusses the implications of varying selected design features of the program as a whole

(namely, target group definition, project duration, participation tenure and labour intensity features). These variations are discussed in terms of the analysis presented in Chapter 5, and also by reference to preferences expressed by project sponsors and participants. Finally, in Chapter 10, the overall conclusions and recommendations arising out of the evaluation are presented.

A principal finding of the evaluation of the EIP was that such targeted, short-term job creation schemes were an appropriate strategy of assistance to the long-term unemployed in the present economic environment. The analysis of gross flows labour market data indicated that less than a third of entries into employment are drawn from the unemployment pool, and that, for the unemployed, probabilities of employment decrease with increasing duration of unemployment. Given the economic constraints on reducing unemployment, the report indicates that it was considered likely that a minority would continue to bear the greater part of the burden of a sustained high level of unemployment.

It was in the light of these findings that there was deemed to be a role for targeted short-term job creation measures which could redistribute existing employment opportunities in favour of the long-term unemployed, and so relieve that group of the burden of continuing unemployment which they would otherwise face. To achieve this objective, however, it would need to be demonstrated that participation in short-term job creation projects could appreciably improve the subsequent employment prospects of participants. The final report of the EIP evaluation found sufficient circumstantial evidence to be optimistic about the likelihood that participation in the program would improve participants' employment probabilities. However, only by carrying out longitudinal studies of program participants and other long-term unemployed could this be verified. Moreover, while this evaluation supported the general concept of targeted, short-term job creation programs in the present economic environment, the report cautions against the view that larger scale, ongoing programs of this type would necessarily produce outcomes as favourable as those found in the case of the relatively small-scale, one-off EIP program. It also stressed that such strategies should not be interpreted as a 'cure' for unemployment, but merely as a means of redistributing the burden of unemployment until such time as constraints to permanent new job creation could be removed.

. See also Youth Studies Bulletin, Vol. 3, No. 2, May 1984, p.101-11.

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VICTORIA. MINISTRY OF EMPLOYMENT AND TRAINING 84/C: 118

Victorian Employment Strategy: Affirmative Employment Program. Program Outline and Guidelines. Melbourne, Victoria: Ministry of Employment and Training, April 1984 [13p.: mimeo]

In August 1983, the Victorian Cabinet approved a Victorian Employment Strategy which aims to: increase viable employment opportunities in the State; target some of the job creation funds available on those who are particularly disadvantaged in ways which will improve their future employment prospects; integrate the current range of relevant Commonwealth/State programs and guidelines. The strategy was developed in response to the findings of the Victorian Employment Initiatives Program Evaluation (84/C: 117) and community expressions of concern about the short-term nature of the jobs offered, the lack of resources to assist the community to develop good quality, viable projects, insufficient targeting towards the most disadvantaged. The three elements of the strategy are: Job Creation Program (funded by the Commonwealth Community Employment and Wage Pause Programs and providing subsidised employment between 12 weeks and 12 months for those who have been unemployed at least 3 months); Affirmative Employment Program (funded from State sources and targeted on long-term unemployed who have substantially unequal labour market opportunities); Employment Development Program (funded by the State and targeted on those seeking to develop, maintain or extend viable community business ventures or activities with employment growth prospects).

The paper goes on to detail the objectives of the Affirmative Employment Program, the general directions of the program, and the components. The Guidelines for the Program are attached to the paper.

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AUSTRALIA. NATIONAL ABORIGINAL EMPLOYMENT DEVELOPMENT COMMITTEE 84/C: 119

Aboriginal Employment News. No. 4, July 1984.

This publication provides information on Community Employment Program opportunities for Aborigines and on a series of videos which portray situations which are likely to confront Aboriginal job seekers or potential employers of Aboriginal staff.

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VICTORIA. WESTERN REGION RIGHT TO WORK COMMITTEE 84/C: 120

Job Creation: Are they Serious? In Right to Work News, Western Region Right to Work Committee (P.O. Box 144, Footscray 3011), September 1984 [p.5-6]

In the light of recent changes to CEP (Community Employment Program) guidelines and an effective cut in funds for job creation in the Budget, this article questions whether the Government is still committed to job creation. It criticises the recent refusal of the Government to provide 'roll-over' funding for Victoria's Employment Initiation Program schemes which previously were eligible for continued funding up to a maximum duration of 12 months. Indications are that senior Department of Employment and Industrial Relations staff are concerned at the comparative longevity of Victorian CEP projects and have limited CEP projects in Victoria to 32 weeks, using the logic that the Government wishes to be seen to be '...giving more people the opportunity to participate in CEP'. The article suggests that the concern appears to be limited to recycling unemployed people through what have become work experience programs rather than job creation schemes. Not only do the priorities of the program seem to have changed but the funding support has been eroded. Figures to support this are included. Further changes are foreshadowed including the possibility of community-based job creation being replaced by more extensive industry subsidies. The article includes a list of provocative questions submitted to the Federal Minister of Employment, Mr Willis, by Right to Work News at a recent public meeting and to which the Minister has undertaken to reply in writing.

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WINDSCHUTTLE, Keith 84/C: 121

Make Jobs, Not Work. In Australian Society, Vol. 3, No. 9, September 1984 [p.6-7]

This year's Budget figures show that the 10 per cent economic growth rate generated 232,200 more jobs in the twelve months to June 1984. However, this estimate must be moderated by the fact that one-quarter or more of these jobs were part-time and that two job creation programs (Wage Pause and Community Employment Program) were operating. The real figure then becomes 118,943 jobs - about equal to the number of new entrants to the workforce. With a growth rate of no more than 4 per cent forecast for 1984-85, unemployment is unlikely to decline from the present 8.5 per cent and more likely to rise towards 10 per cent.

In these circumstances, the CEP (which creates short-term jobs for the most disadvantaged of the unemployed) is of particular importance. The scheme is a considerable credit to the Federal Government, but it has its shortcomings. It provides only a small number of jobs (70,000 for an average of 6 months) compared with numbers of unemployed. Its short term palliative nature is based on the unfounded assumption that the economy will generate the jobs to absorb those who have had CEP experience. These expectations are unlikely to be realised and those whose CEP jobs are terminated under the requirements of the program may well find themselves psychologically and financially worse off. As a first step towards overcoming these problems, the Government should turn a substantial proportion of CEP jobs - particularly in community services - into permanent positions. As well, the total number of CEP positions should be expanded, bearing in mind that increased taxation returns and savings on unemployment benefits make CEP jobs much less expensive than they initially appear.

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WILLIS, Ralph 84/C: 122

Minister's Reply. In Australian Society, Vol. 3, No. 10, October 1984 [p.42-43]

This letter from the Federal Minister for Employment and Industrial Relations replies to a number of points made by Keith Windschuttle (84/C: 120) and Peter Browne in the September issue of Australian Society. There are two grounds for querying the calculations on employment made by Windschuttle: that it is not reasonable to ignore the increase in part-time employment, particularly since this is what many people want; that it is not accurate to deduct 49,000 placements made under Wage Pause and Community Employment Programs during 1983/84, since this is a cumulative figure and seriously overstates the numbers of people actually working on job creation projects in June 1984. The letter goes on to rebut also the assertions made that economic growth will not be sufficient to reduce unemployment and predicts a reduction of 1 percentage point during 1984/85.

The letter also rejects the claims made that CEP jobs should be permanently funded and that many Wage Pause and CEP participants are likely to end up worse off than they were before. Preliminary evidence indicates that 40-50 per cent of wage pause participants subsequently gained employment and the CEP is likely to also be successful. The real answer to unemployment is to sustain the strong economic growth which generates job opportunities. However, the Government is also actively considering a range of new approaches to generating expanding employment opportunities.

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U.K. CENTRE FOR EMPLOYMENT INITIATIVES (CEI) 84/C: 123

Initiatives. Journal of CEI (140a Gloucester Mansions, Cambridge Circus, London WC2H 8PA). Issue No. 10, August 1984 [28p.]

This issue has a number of articles on co-operatives of various kinds. Chris Atkinson (Getting Redundancy in FOCUS) describes the setting up of co-operative business ventures among workers who have suffered retrenchment (p.3-5). David Irwin writes about the Newcastle Youth Enterprise Centre - a project to help young people on Tyneside make their own jobs. This centre provides business advice, training courses, taster courses, premises, common facilities and access to finance (p.14). In Co-operatives to Prosper, Jim Lotz gives an overview of community economic development projects in Canada aimed at generating employment (p.17). Peter Kuenstler reports on two large co-operative groups in Portugal each of which has impressive qualities though neither is as well known as the Mondragon co-operatives in Spain (p.22-23).

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VICTORIA. GAY PUBLICATIONS CO-OPERATIVE LIMITED 84/C: 124
(87 King William Street, Fitzroy 3065)

The Co-operator. Victoria's Journal of Co-operative Affairs. No. 1, 15 August 1984 [19p.: $11.00 per annum]

This new monthly journal, published under the auspices of the Victorian Ministry of Employment and Training, is intended to provide a forum to encourage the exchange of information and ideas on co-operatives. It aims to consider relevant issues and problems ranging from proposed legislative changes to finance and funding and to cover subjects as diverse as industrial democracy, occupational health and safety, affirmative action, marketing and promotion, trade union relations, taxation, co-operative development and education.

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VICTORIAN COUNCIL OF SOCIAL SERVICE (VCOSS) and 84/C: 125
COLLECTIVE OF SELF-HELP GROUP

News Exchange. A Journal of Employment Issues. No. 7, July 1984 [43p.]

The theme of this issue is Women and Job Creation. It comprises a number of short articles giving information on and discussing issues such as Access for Women to Employment and Training (Sue Ryson); access to child care; government action on sex discrimination and equal employment; job creation schemes such as CEP, Wage Pause and Employment Initiatives Program (EIP). It also carries information on a variety of projects and programs relevant to women's interests.

NSW. COMMON OWNERSHIP DEVELOPMENT AGENCY (GPO Box 4546, Sydney NSW 2000) 84/C: 126

- An Introduction to Worker Co-operatives/Common Ownership Companies: Co-ops are Working [leaflet]
- What is a Worker Co-operative/Common Ownership Company? [2p.]
- Guideline: The Worker Co-operative Program, November 1983 [8p.: mimeo]
- Is Our Co-operative Business Workable? [5p.: mimeo]

The Common Ownership Development Agency (CODA) provides, on contract, the technical assistance component of the NSW Government's Worker Co-operative Program and works closely with Common Ownership Finance Pty Ltd, an organisation which provides the financial component for the NSW Government's program. CODA provides business, legal and education/training assistance. It also aims to promote worker co-operatives to potential co-op 'groups' and others in the community; to represent the interests of worker co-operatives to governments and others, and to provide a forum for debate within the worker co-operative sector. The materials cited above are indicative of CODA's scope and work.

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DAVIS, Peter and Jeanette FENELON 84/C: 127#

Research and Development of Co-operative Curriculum

INSTITUTION Holmesglen College of TAFE, Chadstone, Victoria

FUNDING Particular Purpose Grant, Participation and Equity Program (PEP)

TIME March 1983 - December 1985

PLACE Holmesglen College of TAFE

The aim of this project is to develop curriculum materials on worker co-operatives; to monitor the implementation of such materials within a PEP program with a view to developing State wide applicability. This is essentially an Action Research project involving trialling different materials, monitoring progress and making necessary amendments.

DOCUMENTATION

A 'curriculum package' will be produced at the end of the project.

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HAYDEN, Patricia 84/C: 128

Job Creation in Rural Towns. The 'Pinten' experience. Perth: Training and Development Service, Rural Youth Movement Council (P.O. Box 395, Subiaco, 6008), 1984 [15p.:$2.00]

This report provides a very positive, readable account of how the rural community of Pingelly, a small wheatbelt town in W.A., made use of a range of government funding sources to develop a successful small business initiative based on screen-printed tea-towels and hand-crafted wooden products which provides employment, motivation and skills to those in the community seeking work opportunities. The Pinten experience is an example of a community response to the difficulties experienced by young people in finding employment in their home town in country areas and particularly by disadvantaged job seekers such as Aboriginals and young women.

The initiative came from the local school where the principal, Pat Hayden, established a Transition Education Program in which students designed and produced teatowels and learnt the rudiments of small business management. This 1982 class of 12 students, half of whom were Aboriginals, set up and registered the business as Pinten Enterprises, the name standing for Pingelly-Year 10. They gained practical experience in taking orders, packaging, book-keeping and salesmanship and developed self-confidence and enthusiasm. With the assistance of Naomi Mills and Patricia Hines, two successful W.A. screenprinters, the enterprise expanded into several screenprinting businesses in the area, providing employment for eight women in the local community, in addition to the school leavers and young people employed on government employment subsidies. The school's successful screen printing project was followed up in 1983 with a Transition Project to develop woodcrafting skills. The Aboriginal community became involved in this venture and helped set up a new business to produce authentic boomerangs and other wooden items for sale. Wage Pause Funding in late 1983 enabled Pingelly Aboriginal Crafts to employ 3 Aboriginal people to run the business.

Since the start of the Pinten Enterprise, Pingelly has developed a reputation for enthusiasm and creative involvement by the town community in job creation projects and small group ventures. Tourism and the souvenir industry have expanded. The author highlights this success against a backdrop of deep divisions and factional quarrels which had previously characterised the town. She lists a number of factors which she feels have contributed to this success including: the 'honest broker' role of the school with its considerable material and staff resources; consensus within the school of a group of dedicated people willing to persist with the transition initiatives in the face of strong opposition the support of powerful, progressive-minded community members; the previously untapped resources of skill and enterprise amongst apparently powerless and disadvantaged groups such as unemployed women and Aboriginal people; the felicitious timing of the introduction of the Wage Pause and Community Employment Programs. The increase in tourism, the only growth industry for these rural towns, provided the demand for Pingelly products. Future prospects for the Pingelly community include planning for a permanent work trust or similar structure to expand and maintain what has been achieved using short-term government funding.

. See also RTDN Newsletter, Vol.1, No.9, September 1984; article by Paul Hetherington on Pinten Enterprises in National Clearinghouse on Transition from School, Newsletter, Vol.2, No.3, August 1983.

WILLIAMS, Scott 84/C: 129

Sustainable Rural Re-settlement: The Overview. Armidale, NSW: Australian Rural Adjustment Unit, University of New England, May 1984 [20p.]

This is a brief overview of a larger report which deals with the problems and issues currently presented by what has been loosely termed 'the alternative lifestyle' - a life style in which more than 60,000 people are estimated to be presently living. The term 'Sustainable Rural Resettlement' (SRR) is now used to describe this kind of lifestyle in which people (homesteaders) live a rural life based on minimum consumption and voluntary simplicity. Homesteaders range from the young to the elderly; from the comparatively wealthy to the poor. They settle in a variety of social structures ranging from a single household per block of land to large communes. However, only some eight shires on the entire east coast of Australia presently permit the form of land tenure (multiple occupancy) suitable for communes, so that many people are forced to live without the legal right to build a house or borrow housing finance. This paper aims to clarify issues which prevent people living and gaining employment in SRR. Such issues fall into two categories: housekeeping and sponsorship. In the first category are the kinds of legislation which prevent or hinder communal settlement together with action to create rural employment. Sponsorship covers financial issues such as the provision of low cost loans. Some problems are simply due to inconsistencies in different pieces of legislation and a number of them could be resolved by government action at State and Federal levels.

The SRR process is not one of instant change with instant results. It comprises four main phases: awareness, land acquisition, settlement, employment. The time involved in the different phases will be determined by legal, financial and other constraints and a shortage of job opportunities in rural areas. Each of these phases is discussed in the report.

The second part of the report provides in table form a synopsis of the issues, the proposed initiatives and the degree of importance together with the category of the issue: whether housekeeping or sponsorship. The issues are arranged under a number of headings: demography (the need for data); research (needs scope, co-ordination and funding); consultative process; information (to assist homesteaders); secretarial (for peak organisations); curriculum (education in co-operative life styles); transitional education (providing basic skills as needed); local learning associations (accessible, flexible programs); unemployment benefits (funds for self-employment and conditions for unemployment benefits); social security benefits (for the socially and physically handicapped); funding (low cost loans for housing and self-employment); sponsorship (lack of clear guidelines, access to land); youth education (need for information on SRR in schools and resources for community schools); body corporate (development of a suitable form); land tenure (and subdivision provisions); arable land (discrimination against SRRs); development applications (more appropriate forms); building regulations (codes and requirements); legal aid; first home ownership scheme; employment (guidelines for village communities); low cost tourist accommodation.

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W.A. RURAL YOUTH MOVEMENT COUNCIL 84/C: 130

Rural Communities: Beyond 1984. Report of the Conference held on 7-10 February 1984. Perth, W.A.: Rural Youth Movement Council, P.O. Box 395, Subiaco, W.A. 6008, May 1984 [102p.]

The conference 'Rural Communities: Beyond 1984' was an attempt by the Rural Youth Movement Council to approach some of the issues that are of increasing concern to rural people and to address the problem that numerous issues were being raised in terms of the different sectors or interests of rural communities (e.g. economic/agricultural development, lack of social opportunities, work and facilities for young people) and not being seen as a complex and inter-related set of issues.

The objectives of the conference were: that participants develop an awareness of the changes confronting rural communities; that they produce definite strategies for the development of rural communities beyond 1984; that the conference organisers provide continuing assistance to those wishing to pursue these strategies within their communities.

The conference report consists mainly of edited transcripts of keynote speeches, plenary and working sessions. A number of recommendations were made by the working groups and these are detailed in the individual group reports and not as formal Conference Recommendations. These group reports reflect a high level of involvement and discussion on the issues confronting rural communities and provide a variety of viewpoints and strategies. It is evident that the conference aim of increasing awareness of the changes and associated problems in rural communities and promoting a global perspective on these questions was achieved. The opinion is expressed in the concluding remarks that great efforts need to be made by the participants, and in particular by the Rural Youth Movement Council, to find ways and means of keeping going the energy developed during the conference, to enable the strategies developed to be refined and implemented.

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. AUSTRALIAN COUNCIL OF RURAL YOUTH. RURAL YOUTH MOVEMENT OF SOUTH AUSTRALIA 84/C: 131

Affecting Your Future: The Handbook on 2 conferences held at Mylor Recreation Centre, May 14-16, 1983; September 30-October 2, 1983, and a Follow-up Day held at Mallala, August 21, 1983. Adelaide, S.A.: Rural Youth Movement of South Australia Inc., 1983 [62p.]

. McCULLOCH, Deborah and Suzi QUIXLEY

Affecting Your Future: The Report (as above), 1983(?) [46p.]

These conferences were funded through the federal Program of Assistance to Youth Organisations (PAYO) to provide opportunity for young people (namely members of Rural Youth) to come together to consider their participation in community affairs, the futures they would like to plan and the action which should be taken to bring them about. The Handbook provided for the Conferences outlines the background to the conferences and introduces the group workers responsible for developing and facilitating discussion. It also contains a number of short articles on such aspects of participative action as problem solving, goal setting, confict resolution, communication. The Report details the aims and objectives of the project, the methodology, the process and the evaluation by participants. Both publications are available from Suzi Quixley, Training and Development Officer (Rural Youth), Department of Agriculture, G.P.O. Box 1671, Adelaide, S.A. 5001.

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AUSTRALIA. DEPARTMENT OF THE PRIME MINISTER AND CABINET. 84/C: 132
OFFICE OF THE STATUS OF WOMEN

Affirmative Action Implementation Manual. Canberra: AGPS, 1984 [loose-leaf]

This manual complements the Government's Policy Discussion Paper on Affirmative Action (84/AB: 262) and is designed primarily for the use of those companies and higher education institutions which have agreed to participate in the Voluntary Pilot Program on Affirmative Action. This pilot program is intended to indicate difficulties which might arise for employers, employees and unions in developing and implementing Affirmative Action Programs. This manual will therefore be expanded and up-dated during the course of the pilot program.

The present manual details eight steps in the development and implementation of an Affirmative Action Program covering the Policy Statement; the duties and responsibilities of an Affirmative Action Co-ordinator; consultation with trade unions and employees; a statistical analysis of the workforce; review of personnel policies and practices; setting goals and targets; monitoring and evaluation procedures.

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AUSTRALIA. HUMAN RIGHTS COMMISSION 84/C: 133

Putting the Sex Discrimination Act into Practice. Canberra: Human Rights Commission, 1984 [20p.]

This brochure is designed to help people become more familiar with the new Sex Discrimination Act. After an introductory discussion discrimination and the ways and situations in which it can be expressed, the booklet deals with the areas of employment, education, services, accommodation, clubs/sport, complaints. In each section, a general discussion of the aspects of discrimination is followed by examples of situations. Each is enlivened and illustrated by Landberg drawings.

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SOUTH AUSTRALIA. COMMITTEE OF REVIEW INTO ABORIGINAL HEALT. 84/C: 134
(Chairman: Gary Foley)

The Report of the Committee of Review into Aboriginal Health in South Australia. Adelaide, S.A.: Department of Health, May 1984 [132p.]

This Report covers current health services; statistical information on health; education/training of Aboriginal health workers; financing of Aboriginal health services. It makes specific proposals for change in all these areas, having found evidence of continuing serious health problems in the South Australian Aboriginal community. Among the most important changes recommended are the need for greater Aboriginal input and, ideally, control over the design and delivery of their own health care systems, and the need for greater co-ordination of services.

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SECTION D

PROGRAM MATERIALS

84/D: 24 - 31

VICTORIA. EDUCATION DEPARTMENT. CURRICULUM BRANCH 84/D: 24

Curriculum Policy Making: An Introduction for School Councils. Melbourne, Victoria: Education Department, 1984 [15p.]

Under current Victorian legislation, a school council has the major responsiblity for deciding the school's educational policies. This includes the development and review of a statement of the school's aims, the general principles of operation and an overview of how those principles are to be put into practice. This document presents guidelines to assist school councils in developing curriculum policy in a cycle of planning, implementation and evaluation. What a school policy is, is defined in general terms and the importance of a school policy is outlined. Several approaches to the development of curriculum policy and the advantages of each are described with the final outcome required, in all cases, being a clear statement of goals and the general ways these can be achieved. The document gives consideration to such issues as establishing an agreed process for making decisions, making changes to the school's present curriculum policy, taking account of the needs of students, the nature of the school and general community, trends in society, external constraints, possible factors hindering school improvement and communicating policy to the people affected by the policy. The document concluoes with a list of sources of help and advice for school councils.

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DAVIES, Jeannette and Maree DAVIDSON 84/D: 25

Parent Participation. Some Ideas ... Melbourne, Victoria: Richmond Community Education Centre (123 Church Street, Richmond 3121), 1983 [13p.: booklet]

Starting with a number of questions about the benefits, policies and implications of parental participation in schools, for both teachers and parents to consider, this booklet consists of a collection of ideas and hints about ways that schools can be receptive to, and develop, parent participation.

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VICTORIA. TRANSITION EDUCATION ADVISORY COMMITTEE 84/D: 26

Better Life Than Them. Videotape and kit. Melbourne: Transition Education Advisory Committee, 1983

This educational kit is based on a videotape in which seven young people speak openly and express a variety of distinctive views about school and work. Many of their comments reflect complex and ambivalent feelings about their education and future plans. The supporting kit is designed to meet a range of needs of groups who may use it and includes materials which complement the issues raised in the tape. A detailed Background Discussion Paper draws attention to some of the underlying issues and themes and puts the experience of the young people into an historical context. It is mainly intended for the use of teachers, parents and community workers, possibly as a basis for in-service or study-group discussion. A Statistical Supplement summarises employment and labour market trends over the last 20 years. Discussion Starters and Task sheets, on specific topics such as School, Parents, Unemployment, The Future, provide a basis for discussion and for classroom and homework activities including research projects, interviews with parents/adults and other young people. A set of 5 posters depicting scenes from the tape accompanies the written material.

* * * * * *

AUSTRALIAN COUNCIL OF TRADE UNIONS 84/D: 27

A.C.T.U. Schools Kit. Melbourne, Victoria: ACTU (393 Swanston Street, Melbourne, 3000), 1984 [80p.:$15.00]

This kit is designed to assist students in understanding the role of trade unions as an important element in the world of work. It consists of a background introduction dealing with trade union achievement - and tasks for today's unions, the function of trade unions and operations. Investigative activities, a role playing game and a bibliography of resources are included in a loose-leaf form designed for photocopying.

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VICTORIA. MONASH UNIVERSITY. CAREERS AND APPOINTMENTS 84/D: 28

From Here to There. Melbourne, Victoria: Careers and Appointments Service, Monash University, 1984 [66p.]

This booklet consists of a collection of articles, formerly published by Careers Weekly devoted to the problems encountered by school leavers in the transition from school to university. Possible difficulties that may be encountered - such as subject choice, money and place to live are outlined and constructive help in approaching university studies given in a form useful to both secondary school teachers and students.

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AUSTRALIA. DEPARTMENT OF EMPLOYMENT AND INDUSTRIAL RELATIONS. COMMONWEALTH EMPLOYMENT SERVICE 84/D: 29

Job Hunting Hints for People with Disabilities. Canberra: AGPS, 1984 [10p.: brochure]

This brochure presents information on how to prepare for and go about seeking a job. It is intended mainly for disabled people who have no previous work experience or who are unable to continue in their usual occupation.

It is written in clear, concise language and illustrated with colourful sketches. A systematic approach to the job search process is encouraged in the brochure which covers the steps from getting to know oneself and finding out about and applying for jobs to the interview and assessing one's performance and improving it. In each section, practical advice is included about the possible impact of a person's particular disability on such matters as what types and hours of work would be most suitable and being prepared for questions about one's disability. Other suggestions include finding out about government assistance which may be available for workplace modifications and special provisions of Government Labor Force programs, designed to assist the disabled as a disadvantaged sector of the labour force.

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U.K. FURTHER EDUCATION UNIT 84/D: 30

Microcomputer Materials from MEP. An annotated directory of packages of interest to further education. An Occasional Paper. London, U.K.: Further Education Unit (Elizabeth House, York Road, London SE1 7PH), January 1984 [41p.]

This directory has been prepared from information supplied by the Council for Educational Technology in consultation with MEP (Microelectronics Education Program) staff. It reviews some 50 packages of material currently available in the U.K. and is a first attempt to identify a collection of computer based materials. The aim has been to produce factual data sheets with some commentary on course relevance.

In Section II, the Annotated Directory, the 50 or so programs are grouped by curriculum areas such as accountancy, biology, food studies, health science, technician courses, vocational preparation. For each item the Directory provides a title, content description, use for group or individual learning, materials provided, source, price, publisher, date and technical 'delivery system' needed. Section III provides information on MEP Regional Information Centres.

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NORTHERN TERRITORY. UNIVERSITY PLANNING AUTHORITY 84/D: 31

Northern Territory Directory of Professional and Allied Organisations 1983. Darwin, N.T.: The Professional Centre of the Northern Territory Inc, N.T. University Planning Authority (GPO Box 1154, Darwin, 5794), 1983 [226p.]

This directory provides detailed information about all professional organisations represented in the Northern Territory, covering the fields of health, the environment, engineering and industrial technology, finance and commerce, law and government, education and science.

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Index
November 1984

The Australian National University
RESEARCH SCHOOL OF SOCIAL SCIENCES
Department of Sociology

Youth Studies Abstracts

Index 1981–84

Subject Index
Author Index

NATIONAL CLEARINGHOUSE
FOR YOUTH STUDIES

Registered by Australia post Publication No. NBG 6480

NATIONAL CLEARINGHOUSE FOR YOUTH STUDIES

A Clearinghouse concerned with Youth Policy issues, focusing on education and training and funded by the Commonwealth Department of Education and Youth Affairs under the Participation and Equity Program.

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Produced by D.S. Anderson and C. Blakers

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